University of Alberta

POST-SECONDARY ATHLETES AND THE MEANING OF SPORT

by

Trish Lorenz

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements for the degree of Master of Arts

Department of Physical Education

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled *Post-Secondary Athletes and the Meaning of Sport* submitted by Trisha Dione Lorenz in partial fulfillment of the requirements for the degree of Master of Arts.

Dr. Debra Shogan

Dr. Julia Ellis

Dr. John Hogg

Oct 3, 1996

To my niece, Bradi Rai Lorenz, born on September 11, 1996.

ABSTRACT

This thesis examines how post-secondary athletes make sense of their experiences in sport. The research stems from my own experience as a university athlete, and concerns as a coach at the post-secondary level. The study involved conversations with three post-secondary athletes in their latter years of eligibility: a male cross-country skier, a female basketball player and a male hockey player. Three themes - The Sport, The Coach and The Team - were identified within and among the stories of the athletes. In the first portion of the thesis, the rationale for the research methodology is outlined and various theoretical frameworks that guided the research are described. My interpretation and retelling of the athletes' stories regarding The Sport, The Coach and The Team follows, and the final chapter consists of my response to the athletes' words. I relate some of my own experiences as a post-secondary athlete and raise some issues and questions for coaches.

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CHAPTER ONE - INTRODUCTION TO RESEARCH

Competitive sport has been a part of my life for many years and I am presently engaged in the process of reflecting upon my own sport experiences and those of others. I am keenly interested in the values, attitudes and beliefs that may be developed or influenced through competitive sport participation, and am seeking a deeper understanding of how athletes perceive and make sense of their experiences in sport. Although I have an interest in sport at different levels and in many contexts, I chose to study the role and meaning of sport in the lives of post-secondary athletes for my thesis research. I took a narrative inquiry approach to my research by inviting three post-secondary athletes to tell their stories of their experiences.

This chapter provides an introduction to my thesis research. Included is a brief autobiographical account of my experiences as an athlete, coach and teacher, and a description of how these events have influenced my research concerns. The subjects and purpose of my study are explained, as well as the research methodology and rationale for such an approach. Considerations for informed consent and anonymity are given, and possible risks of the study are stated. Finally, the organization of the remainder of the thesis is outlined.

Personal History

Physical activity has been a major component of my life from an early age. I began tap and jazz dancing at the age of four, continued until age fifteen and, recently, at twenty-two, started dancing again with a small professional group in Edmonton. Basketball has also been a constant presence in my life since I was a young child. I recall spending a great deal of time in gymnasiums watching either my mother or father play basketball, and remember attending my first basketball camp in grade five. Basketball has always been what I love to play most, but I was also an avid competitor in cross-country running, volleyball, track and field, badminton and softball during junior and senior high school. My parents, too, were involved in a number of sporting activities throughout their school years, including volleyball, basketball, track and field, baseball, softball, hockey and skating. They have remained active into their adult years -- my mother as a basketball

player and my father as a competitor in basketball and baseball. My parents have also been involved in coaching their children in various activities.

I did not know it then, but the first time I took a basketball on the court during half time of one of my parent's games was the beginning of a 'career' in the sport. Throughout school, basketball was my main focus and the source of my highest achievement in sport. Following graduation from high school, I played college basketball for three years, during which time I received awards such as the Alberta Colleges Athletic Conference (A.C.A.C.) All-Star and Scoring Champion, Canadian Colleges Athletic Conference (C.C.A.A.) All-Canadian and [University] Female Athlete of the Year. We were also the A.C.A.C. bronze medalists in my final year at this post-secondary institution. As well, after grade twelve and my first two years of university, I was a member of the Alberta Basketball Association (A.B.A.) Provincial Team, which practised and competed during the summer.

After receiving my Bachelor of Arts degree, I attended another university to work on my Bachelor of Education after-degree. I completed my post-secondary basketball career there, playing for two more years, winning a Canada West Championship and placing fourth at the national tournament. As a result of the number and variety of experiences I have had as an athlete, I am interested in the impact this has had, and will continue to have, on who I am and what I do. Reflection upon the time I have spent as a competitive athlete is vital to a fuller understanding of my own and others' experiences in sport.

My involvement with the sport of basketball also includes coaching. As a grade eleven student, I coached a grade six girls mini-basketball team and, since that time, have coached at numerous basketball camps throughout the summer months. I have established and conducted basketball camps with my family, and worked as a clinician for the Alberta Basketball Association (now Basketball Alberta). I have also coached an A.B.A. midget girls (grade eight and nine) team in two Alberta Summer Games. This April, I completed my second year as the assistant coach of the women's basketball team at my 'first' alma mater, where I was also involved in conducting a Youth Basketball program. This coming year, I will be the head coach of this team, as well as an Assistant Professor of Physical Education at the university. My past and present coaching responsibilities deepen my

concern for athletes and how they feel about their experiences.

My experiences as a teacher have also influenced my strong interest in athletes' understanding of their sporting lives. While pursuing my Bachelor of Education degree, my student teaching included instruction of physical education classes at the elementary and junior high school level, as well as coaching a grade six girls basketball team. More notable, however, is the time I have spent teaching a Physical Education and Sport Studies course the past two years. My students have been involved in journal writing, or responses, in which they reflect upon their experiences in physical education classes and/or athletic endeavors in school and beyond. Their perception of their own experiences, as well as those of others, has been a great help to me in better understanding them as individuals, and sport and physical education, in general. Reading and talking about the experiences of others has motivated me to engage in further reflection upon the sporting environment, and question my pedagogy and practice as a teacher and coach.

Subjects of Study

My concern is with the experiences of athletes involved in competitive sport, particularly their beliefs, attitudes and values and how these relate to their sport experiences. I wanted to work with athletes participating at a reasonably high level, who have most likely been involved in competitive sport throughout much of their lives. I wished to talk with athletes currently engaged in an activity, who may also have had time to reflect upon their past involvement and present situation. Finally, because of my current involvement in coaching and schooling at the post-secondary level, and the access I have to these athletes, I chose to focus my thesis research on post-secondary athletes. In order to gain an understanding of a number of experiences extending over a period of years, and possibly tap into some reflection on the part of the athletes, I decided to speak with post-secondary athletes in the latter years of their career -- third or fourth year of college eligibility, and fourth or fifth year of university eligibility. I conversed with three athletes -- a college male cross-country skier, a university female basketball player, and a college male hockey player.

Purpose of Study

I engaged in this research hoping to gain an understanding of what the three athletes feel to be the value of their sport experiences; in other words, what meaning do these athletes attach to their chosen sports and what do they feel to be the worth of their experiences? What philosophies of sport do they hold as their own and what do they perceive that of their teams and coaches to be? Also, what contribution have coaches and teammates made to the development of their personal philosophies of sport and enjoyment of their sport experiences? What do these athletes see as their most positive and negative experiences in sport and why is this the case?

I am concerned with notions of excellence and achievement in sport, particularly the meaning of success in sport. I am interested in what these athletes view as their primary goals. Is winning their main focus, or are other aims are of equal or greater importance to them? What do these athletes see as the relationship between sport performance and other outcomes of competitive sport participation? Finally, I am eager to discover what these three athletes feel they have learned and gained, and how they have grown through and from their sport experiences. Who do they believe they have become as a result of their participation in sport? What effect has involvement in competitive sport had on other aspects of their lives?

Study Design: Methodology and Rationale

In deciding how I might increase my understanding of how post-secondary athletes make sense of their experiences, gain insight into their attitudes and beliefs, and determine what it means to be a post-secondary athlete, many ideas surfaced. Initially, I considered utilizing a survey/questionnaire with a fairly large number of athletes who are involved in different sports at a variety of post-secondary institutions. I formulated several open-ended questions, requiring a significant amount of thought and detail, and struggled with the realization that it may be difficult and very time consuming for athletes to respond to my questions in written form. Therefore, after talking with my advisor and doing some further reading, I decided that conversing with three or four athletes would provide me with a richer understanding of their thoughts and feelings. Focusing my attention on these

individuals using a narrative inquiry approach, I aimed "to gain an in-depth understanding of the situation and its meaning for those involved."[1] I felt that engaging in a study with the "goal of understanding the subjects from their own point of view"[2] rather than that of another (i.e. the coach) would not only illuminate my understanding, but result in the emergence of some previously unknown relationships and uncoverings.

I chose to study the athletes through a series of interviews because I felt that having a conversation with them would most effectively enable me to tap into their thoughts, opinions and beliefs. I wanted to listen to their stories of being athletes, particularly at the post-secondary level, and hear what meaning these experiences have had in their lives. I see "the interview as a mode of learning [which involves] discovering not only the other, but ourselves."[3] By approaching the interview as "a joint reflection on a phenomenon,"[4] the result was "a deepening of experience for both interviewer and participant."[5] My intent was to invite conversation by asking, "'What is your experience of the phenomenon: How do you come to see it that way?' and also, 'What do you think of what I see?'"[6]

After introducing myself and my research at our first meeting (see Appendix B), I asked the athletes to provide me with some basic information about themselves, such as their age, year of post-secondary education, area of study and year of eligibility. I then invited them to comment on their experiences as post-secondary athletes, or what it is like to be a student-athlete. Opening the conversations in this way enabled the athletes to share their thoughts and stories with little direction and limitation from me. The athletes' initial comments revealed some of the most important elements in their experiences and opened up possible topics of conversation.

Although I had some questions in mind (see Appendix C) and addressed most of them during our first meeting, I welcomed the opportunity to discuss other issues raised by

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1 Sharan B. Merriam, Case Study Research in Education: A Qualitative Approach (San Francisco: Jossey-Bass Publishers, 1988), xii.

2 Robert C. Bogdan and Sari Knopp Biklen, *Qualitative Research for Education: An Introduction to Theory and Methods* (Toronto: Allyn and Bacon, 1992), 34.

3 Sandra J. Weber, "The Nature of Interviewing," in *Phenomenology and Pedagogy*, 4(2), 1986, 66.

4 Ibid., 65.

5 Ibid., 65-66.

6 Ibid., 65.

the athletes. There were times when I wanted to interrupt and move on, but I allowed the athletes to finish their stories in order to convey to them that what they said was important and valuable. As well, I did not want to limit my understanding of the athletes' experiences by preventing them from telling me stories they wished to share. I believe this openness is an important part of the interview process.

I also found it helpful to dialogue with the athletes, rather than simply ask questions and wait for an answer. Making a commitment to talk *with* the athletes encouraged me to listen closely to what they said and try to understand their words. At times, I responded to them in order to clarify my understanding, stimulate further thought or consideration of a topic, or share one of my experiences as an athlete or coach. I did not dominate the conversation, but become an active participant in it. I believe my willingness to relate a few of my experiences helped establish some 'common ground' between myself and the athletes, and increase the comfort they felt in conversing with me.

After transcribing, reading and reflecting upon my initial conversations with the athletes, I had a number of questions regarding their responses, and wanted to delve further into some of the topics and issues from our first discussions. During the follow-up conversations, the athletes and I explored some different aspects of the post-secondary experience, and I clarified my understanding of parts of the previous talks, for "it does indeed seem appropriate that we should check with the person whose 'text' we are studying. If we interpret a written text we should consider the author; if we study action we should consider the agent. When we give an interpretive account it is appropriate to ask the author or agent whether we have understood what they meant."[7] I made use of "follow-up questions to invite expansion or elaboration of topics or anecdotes introduced by the [athletes]."[8]

In making sense of the data I collected through the interviews, my understanding of the athletes' experiences increased with each phase of the process. I made discoveries as I listened again to the athletes while transcribing the conversations. When the words were before me on paper, I learned more with each session of reading and writing. I worked

[7] Martin J. Packer and Richard B. Addison, "Evaluating an Interpretive Account," in *Entering the Circle: Hermeneutic Investigation in Psychology* (Albany: SUNY Press, 1989), 282.

[8] Julia Ellis, "Narrative Inquiry with children: a generative form of preservice teacher research," in *International Journal for Qualitative Studies in Education*, 7(4), 1994, 372.

through the transcripts, reading what the athletes and I had said, highlighting key phrases and writing down ideas, thoughts, understandings and questions. I did the same thing again, but this time analyzed my interpretations and insights, rather than the transcripts, in more detail. Next, I searched my second phase of writings for central themes within and amongst the athletes' stories. After writing down my ideas and reflecting upon these thoughts, I identified The Sport, The Coach and The Team as the three main themes. Then, I examined these themes further to discover more specific components within each, and began to compose these chapters of the thesis.

My research methodology is a combination of narrative inquiry, interpretive inquiry and phenomenology. This study takes a narrative inquiry approach, for "a story from the entire collection of stories or an episode from a story is the focus or unit of analysis."[9] My research is interpretive for it involves the athletes' current view of their experiences, as well as my understanding of what they said they see, feel and believe. I have taken a phenomenological approach to my research by aiming to discover the nature or meaning of being a post-secondary athlete for the three individuals I interviewed. I have also drawn upon phenomenology in searching for essential themes within and among the athletes' stories.

Because I treated the athletes' "answers to questions as stories or narrative rather than as responses to be coded in a standardized manner,"[10] a narrative inquiry approach was utilized. I asked the athletes to tell stories, or give examples, of different aspects of their post-secondary experiences, and analyzed the transcripts as a collection of stories within a larger story. Each athlete's story "manifests itself in terms of [his/her] values, motivations, aspirations, self-understandings, claimed self-identity, and interpretive frames for making sense of experience."[11] I explored these aspects of their stories in order to create a narrative portrait of each individual. I studied each athlete's story as a whole, identified and further examined key components of each story, and searched for contradictions and commonalities within and among the athletes' stories. The thematic chapters, "The Sport," "The Coach" and "The Team" are the result of my interpretation of

[9] Ibid., 371.

[10] Ibid., 369.

[11] Ibid., 371.

the athletes' understandings of their realities.

I also "search[ed] [my] own life experience for memories that help[ed] [me] to relate to the other person. These memories and awakened self-awareness help[ed] [me] to connect with and make sense of the other person."[12] Some of the stories of the athletes relate closely to my own, while others surprised me, and were much different from my experience. Many of these surprises or uncoverings triggered follow-up questions, while those that surfaced after both conversations, during the rereading and analysis of the transcripts, prompted further questioning of what it means to be a post-secondary athlete. I interpreted and attempted to make sense of the data in light of the 'forestructure,' or preconceptions, I brought to the research. This forestructure includes my own experiences as a post-secondary athlete and coach, as well as the beliefs and values I hold in regard to competitive sport. "Interpretive inquirers *must* begin by superimposing their pre-understandings on the new entity" for "people can only make sense of any entity through their own forestructures."[13]

I drew upon the field of phenomenology in searching for themes of meaning within and among the athletes' stories. I found it helpful to consider "the study of essences"[14] involved in phenomenology, by asking: What is it like for these individuals to be post-secondary athletes? For each of them, what is the essence of being a post-secondary athlete? What themes of experience can be generated from their stories? While analyzing the narrative portraits, I discovered essential themes, which "are more like knots in the webs of our experience, around which certain experiences are spun and thus experienced as meaningful wholes."[15] These themes, The Sport, The Coach, and The Team, are "the experiential structures that make up [the] experience"[16] of being a post-secondary athlete for the three individuals I interviewed. I chose to organize my writing thematically because, in the experience of the three athletes, these elements are closely "related to the

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[12] Ibid., 375.

[13] Ibid., 371.

[14] van Manen, 38.

[15] Ibid., 59.

[16] Ibid.

essential structure of the phenomenon itself."[17]

There are some limitations to this research design, most notably that what I learned through the conversations is but a slice of the life of post-secondary athletes. The data I collected applies specifically to each of the athletes, or is "one interpretation and no single interpretation of human experience will ever exhaust the possibility of yet another complementary, or even potentially richer, description."[18] In addition, as the researcher, I am "the primary instrument of data collection of analysis;"[19] therefore, I was cognizant of this bias, and addressed it throughout the research and writing process. Not all people will fully agree with my understanding of the athletes' experiences, for it is my interpretation, involving my experiences and beliefs.

Informed Consent and Anonymity

To solicit participation in my study, I first contacted the coaches of the sports at the particular post-secondary institutions I selected.[20] I informed each coach of the focus of my study, indicated that I would like to speak with an athlete on the team, and established the requirements as being an initial thirty to forty-five minute conversation, with one or two follow-up meetings of approximately the same duration. I answered any further questions regarding my study willingly and honestly, and if the coach had reservations about being involved, I would have thanked him/her for talking with me and made contact with someone else. Fortunately, this was not the case, as all of the coaches were eager to be of assistance.

I asked the coach to speak with those athletes in the latter years of their eligibility, outline the nature of my study, indicate my interest in working with one of them as part of my thesis research, and provide them with my name and phone number. Then, it was the responsibility of the athletes to determine who would most like to be involved, and for that individual to contact me. If such contact did not occur with the time frame indicated, I

[17] Ibid., 66.

[18] Max van Manen, "Practicing Phenomenological Writing," in *Phenomenology and Pedagogy*, 2(1), 1984, 40.

[19] Merriam, 33-34.

[20] The post-secondary institutions include a small Christian liberal arts and sciences university, a large university and a technical school.

informed the coach and asked him/her to speak with the athletes again. I requested that the coach not select a particular athlete, but allow them to decide. As well, the coach was asked not to question the athletes as to who chose to be involved in the research. This action was taken to help eliminate any concern, on the part of the athlete, with the coach knowing his/her identity within the study.

While talking with each athlete on the telephone, I discussed my study in more detail, established reasons for my interest in this area, and mentioned total time requirements and the use of audio recordings and transcripts as part of the research process. I assured the athlete of anonymity and confidentiality, stating that pseudonyms would be used, and the name of the coach and post-secondary institution would not be indicated. As well, I indicated that all data including the athlete's name, coach and team would only be seen by me. Data presented to committee members would contain pseudonyms. If the coach had not honored my request to leave the decision to the athletes and not question them following this decision, the athlete could have declined to participate. I also informed the athlete that he/she could terminate involvement if, at any time, problems might arise. No inducements or promises were offered for participation. After answering any questions from the athlete, I asked for his/her verbal consent to be involved in my study, and an informed consent form was completed at our first meeting. Finally, the athlete and I arranged a time and location for our first conversation.

Risks

This study involved no physical and minimal psychological risks to the participants.[21] The one possible risk to the psychological well-being of the athletes involves the coach's knowledge of the athlete's participation in the research process. However, because of precautionary action taken, this should not pose a problem. If it was a concern, the athlete or coach could have declined to be involved in the research. Furthermore, the benefits outweigh the risks, for the athletes involved will gain a deeper understanding of their own experiences and those of others. It is my hope that the coaches

[21] Considerations of concealment/deception, harm to participants, qualifications of research personnel under special conditions and hazardous duties required of research personnel are not applicable to this project.

will also see the benefits of my research, for the athletes and themselves. My intent is not to expose the 'evils of coaching,' but to help coaches, like myself, better understand how post-secondary athletes perceive and make sense of their experiences in sport.

Organization of Thesis

The thesis is organized into six chapters. This chapter, an introduction to my research, is followed by a discussion of the theoretical framework that has helped my research focus to unfold. Chapter Two includes a description of historical developments influencing the nature of present-day competitive sport, and current findings regarding possible outcomes of competitive sport participation and the gendered experience of sport. Information relating to the present state of sport in Canada is provided, as well as poststructuralist basis for an alternative understanding of the structure of and relationships within sport.

Chapters Three, Four and Five. These chapters consist of data collected through my conversations with three post-secondary athletes. The data is presented as the athletes' voices, organized through my interpretation and understanding of their stories. Through examination of the interview transcripts, themes of The Sport, The Coach and The Team emerged, and I have chosen to fasten the phenomenological description around these themes to illustrate "what it means for participants to be in that setting, what their lives are like, what's going on for them, what their meanings are, what the world looks like in that particular setting [and]...to be able to communicate that faithfully to others who are interested in that setting."[22] These three thematic chapters 'paint' narrative portraits of Barry, Nicole and Kevin, and provide an opportunity for connection and comparison within and among the three student-athletes.

Chapter Three, "The Sport," addresses the enjoyment of sport for the athletes, and the interplay of sport and school, and sport and life, for each individual. Chapter Four, "The Coach," describes the nature of the relationship between coach and athlete, factors contributing to such interaction, and each athlete's perception of the role and philosophy of

[22] M. Q. Patton, "Quality in Qualitative Research : Methodological Principles and Recent Developments." Invited address to Division J of the American Educational Research Association, Chicago, April, 1985, 1.

his/her coach. Chapter Five, "The Team," includes the topics of team philosophy, team relations, respect and success.

The final chapter, "Reflections and Conclusions," is an analysis of the themes and stories from my conversations with the athletes. I tell some of my own stories of being a post-secondary athlete, focusing on those experiences that I was reminded of during the conversations and writing process. I also comment upon the words, beliefs and opinions of each athlete, with considerations for coaches and all others interested in sport and physical education. This chapter is composed largely of my voice; it consists of those issues that touched me most during the research process, and caused me to develop stronger personal convictions, clarify my own assumptions, recognize the richer complexity of some things, and raise new questions about the experience of post-secondary athletes.

CHAPTER TWO - THEORETICAL FRAMEWORK

Much of the work I have done in the course component of my Master of Arts degree has led me to the focus of my thesis research. My knowledge of the discourse of competitive sport has grown, and I have a better understanding of my own experiences, thoughts and beliefs, as well as those of other post-secondary athletes, in the larger historical, sociological and philosophical context. For instance, tracing the development of competitive sport in Canada has revealed some of the philosophical bases of sport participation, and provided insight into the roots of present-day high-performance sport. Probing into research regarding value transmission in sport and the gendered experience of sport has increased my awareness of the potential outcomes of competitive sport participation, and the desirability of such results. An investigation of some Canadian sport documents has also clarified the current values and ethics within sport in our country. As well, exposure to poststructuralist theorists, such as Michel Foucault, has resulted in a new vision of the structure of and relationships within competitive sport, particularly the coach-athlete relationship and interaction among teammates.

This chapter includes a discussion of key events (from Confederation to World War II) in the growth of competitive sport in Canada, a description of some findings on behavioral outcomes of participation in competitive sport, a summary of select documents regarding the present state of sport in Canada, and a presentation of alternative poststructuralist understandings of the nature of sport participation. My research in these areas has been important to the development of my thesis in terms of increasing my understanding of how sport has become established in the lives of Canadians, questioning my own beliefs regarding the value of competitive sport participation, and placing the experiences of myself and the three athletes I interviewed in the larger social context.

The Development of Sport in Canada (1867-1945)

Key historical developments in the growth of competitive sport in Canada are significant to my thesis research in relation to the main reasons why sport has been promoted and advocated over the years, and the various economic, social and political factors that have influenced the nature of sport. These events help situate the values and

beliefs of the athletes I interviewed in a larger historical and cultural context, and identify where such ideas and convictions may have come from.

Prior to Confederation, the British colonial social order was well-established and secure, in sport and other aspects of life. Sport, particularly cricket, played a key role in private schools for boys. These schools based their programs on those of English public schools, aiming to develop the characteristics of a noble British subject, including "unbending allegiance to the monarchy and acceptance of the strict (but necessary) dictates of a class society."[22] With the founding of Upper Canada College in 1829, cricket became the summer game of the private schools throughout English-speaking British North America, assisting the colonial elite in its 'character development' of young males. This inculcation of values was of great importance, for "the majority of the political and economic leaders of British North America (and later Canada) were educated in these schools."[23] By 'properly educating' its future leaders, the British colonial elite aimed to preserve and perpetuate the kind of society it believed to be 'correct.'

By 1867, Canada had become increasingly industrialized and many notions of British North America, including sport, were being challenged. Several francophone, working-class and immigrant men participating in sport were not interested in 'British' games. The rising middle class, which was gaining wealth and influence, also wanted to create a sports form representative of things 'Canadian' and in opposition to things British or American. These men aimed to establish regularly scheduled competitions culminating in a Canadian championship. "They were less interested in the social qualities which were allegedly gained from sports participation than they were in adapting or creating sports forms which more closely dramatized their own growing importance in post-Confederation Canada."[24] As team sports such as lacrosse, football and hockey became popular and prevalent, difficulties arose, including "the necessity for standardized rules, the emergence of player and spectator violence, the problem of fair play, and the entrance of new social

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[22] Alan Metcalfe, "The Growth of Organized Sport and the Development of Amateurism in Canada, 1807-1914," in *Not Just A Game*, eds. Harvey and Cantelon (Ottawa: University of Ottawa Press, 1989), 34.

[23] Ibid., 35.

[24] Ibid., 35.

groups onto the playing fields."[25] Consequently, national organizations were created to control and coordinate sport, particularly to standardize rules. "These associations were the mechanisms by which the middle classes impressed their view of sport upon society as a whole."[26]

Before Confederation, all lacrosse games were exhibition or challenge matches and "ultimately, the importance of the game lay in its playing."[27] However, in 1866, the Chaughnawaga Indians played the Montreal Lacrosse Club for the first championship of Canada. "Thus, the notion of victory, external to the game itself, became more meaningful than the playing of the game."[28] Following Confederation, league and championship events became more common. In existence by 1884 were District of Ontario and Quebec Championships, as well as championship contests in southern, eastern, western and central Ontario, and western Quebec, Manitoba, and the Northwest Territories. Between 1870 and 1887, two Montreal-based lacrosse clubs played 207 matches: 114 exhibition and 93 championship matches. Fourteen percent of the exhibition games were violent, while the championship games "were replete with violence, forty-three percent containing unacceptable behavior. What this suggests is that the structure of sport, while emphasizing victory, began to include the 'win at any cost' philosophy."[29] The games had importance beyond the actual contests; namely, the standings at the end of the season.
Between 1895 and 1909, regional and national championships became increasingly important and, by 1914, most team sports had adopted league competition.[30] A large number of people with regular free time to play and practise was necessary for league play; therefore, leagues developed in urban-industrial areas, including Toronto, Ottawa,

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[25] Ibid., 36.

[26] Ibid.

[27] Ibid., 38.

[28] Ibid.

[29] Ibid.

[30] Although league competition was widespread, the degree of acceptance varied. For example, baseball remained in the form of exhibition games and challenges until World War I, and league competition in French-Canadian ice hockey in Montreal was rejected in the early 1900's. See Metcalfe, 38-39.

Montreal, Quebec and Winnipeg.[31] In Alberta, leagues spread from Calgary and Edmonton to smaller towns and, by World War I, hockey, baseball and football were organized on the basis of provincial leagues. Because winning was paramount, there was a greater focus on achievement, competition and standards of excellence. Teams tried to attract the best players, often with enticements in conflict with the principles of amateurism, which included not competing for money, staking bets or pursuing athletics as a means of livelihood.[32]

In the 1880's and 1890's, "native Indians and black Canadians were specifically barred from amateur sport by legislative action."[33] Working-class men were also kept from amateur competition because, in order to participate in regularly scheduled events, they required compensation for time and expenses. "The middle-class organizers of amateur sport used the prohibition on the payment of money to keep working men out of sport."[34] Despite the efforts of the middle-class, these men continued to participate in sport within their own systems, mostly through tournaments, picnics and challenge matches. French-Canadian men were more active in challenge matches than league play, as well.

After 1867, middle-class private schools for boys began to emerge, using upper-class schools such as Upper Canada College as a model. Due to their popularity among anglophone, middle-class males, team sports were the focus of these schools. Sport was emphasized for its role in "developing characteristics that epitomized the values of the dominant middle class -- perseverance, hard work, team cooperation, honesty and fair play. Sport was not a frivolous diversion divorced from real life, but an integral component of the middle-class dominant hegemony and a most necessary means for inculcating desirable social characteristics."[35] In addition, these schools were concerned with developing leadership qualities, for the parents of many students expected their boys

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[31] Working-class participation in leagues was minimal due to the constraints of a long work week. Collective organization in trade unions was the only way to obtain concessions from employers, such as half-day closing on Saturday. See Metcalfe, 40.

[32] The Amateur Athletic Association of Canada (A.A.A.C.), which arbitrated disputes regarding amateur status, was formed in 1884. It was renamed the Amateur Athletic Union of Canada in 1909. See Metcalfe, 46-50.

[33] Ibid., 44.

[34] Ibid.

[35] Ibid., 45.

to assume positions of authority in the church, education system or business. "In the boys' schools, this approach to games gave considerable organizational responsibility to the boys themselves, placed most decision-making and leadership responsibilities on team captains and 'house' captains, and correspondingly less emphasis on the teaching and development of sports skills."[36] Even more important, perhaps, "were the moral and social lessons that could be taught through the medium of games: lessons to do with self-discipline, loyalty, fairness, honour, and respect for the rules."[37] The goal of the headmasters was to alter the largely scholastic tradition in schools, and educate the 'whole man.' Yet, the 'muscular Christianity' movement "could, with some justification, be accused of neglecting the intellect and, indeed, of encouraging an anti-intellectualism that survives in some corners of the jock sub-culture even today."[38]

Team sports were seen as "a force for religious expression and training" and "for social levelling and understanding among classes because...wealth and status meant nothing on the playing field, where all sportsmen were equal."[39] Team sports would teach the sportsman to sacrifice himself and his ambitions 'for the good of the team,' restrain his temper and become a good loser. However, the team also "resembled the boyhood 'gang,' which could as easily become an expression of disruption as of order;" therefore, "the team needed control in order to make it into a positive force."[40] Among adults, "the same end could be achieved through an emphasis on concepts such as sportsmanship and fair play. These attributes would make the team efficient and purposeful, excellent practice for 'the more serious game of life.'"[41] Fair play was a critical component of sport, for it "was not only a manly but also a gentlemanly quality" and "was based upon a range of assumptions about equity, honesty, decency, and courtesy."[42] Winning was important, but doing so

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[36] A. Hall et. al., *Sport in Canadian Society* (Toronto: McClelland and Stewart, Inc., 1991), 192.

[37] Ibid., 191.

[38] Ibid.

[39] D. Wetherell and I. Kmet, *Useful Pleasures: The Shaping of Leisure in Alberta 1896-1945* (Regina: Alberta Culture and Multiculturalism/Canadian Plains Research Center, 1990), 126.

[40] Ibid., 125-126.

[41] Ibid., 126.

[42] Ibid., 125.

with 'dirty tactics' "was unfair, unsportsmanlike, and a disservice to the game."[43] Many supporters of fair play were more concerned with how to lose, and felt that "a well-conducted and honourable life involved losing gracefully to one's superiors."[44]

At the university level, sport was not included in the curriculum and was organized solely by students. It developed quite rapidly, with students creating teams, playing challenge matches and forming leagues in the 1890's. University football began with challenge games among McGill University, the University of Toronto and Queen's University, and it is believed that three students from McGill were the first to devise modern rules for hockey.[45] The universities were most involved in football, hockey and track and field, and, along with private schools, played a leading role in the development of these competitive sports in Canada. However, since university education was only available to a select few, the universities' contribution to sport was somewhat elitist.

Student control of intercollegiate athletics ended in 1906 with the formation of the Canadian Intercollegiate Athletic Union. "The creation of the C.I.A.U. signalled a bureaucratic structure that would increasingly wrest control of university sport from informal student organizations and transfer it to university officials and administrators...and the issue arising from the creation of the C.I.A.U. was the function of sport within an educational framework."[46] Post-secondary sport was "at the apex of a weakly developed system of school sports," except in track and field, which was popular at all levels of schooling; thus, "intra-school competitions led to interscholastic competition and, in turn, to continued participation at the intercollegiate level."[47] Intramural sports were present in most universities, but received little funding in comparison to intercollegiate programs such as hockey and football. The universities seemed more concerned with the level and competitiveness of their intercollegiate teams than the development of "curricular

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[43] Ibid., 127.

[44] Ibid.

[45] T.A. Reed, ***The Blue and White: A Record of Fifty Years of Athletic Endeavour at the University of Toronto*** (Toronto: University of Toronto Press, 1944), 90-92, in Don Morrow, "Sport and Physical Education in Schools and Universities," in ***A Concise History of Sport in Canada*** (Toronto: Oxford University Press, 1989).

[46] Morrow, 83-84.

[47] Ibid., 84.

and extra-curricular sports opportunities for all students at all ability levels."[48] Furthermore, after 1910, commercialization began to affect university athletics, particularly the popular sport of football, as the number of spectators and opportunity for profit increased. Consequently, some American players were recruited, Canadian players were steered towards particular universities, athletes were subsidized and professional coaches were hired.[49]

The Y.M.C.A., Y.W.C.A. and churches played a significant role in the development of sport in Canada, beginning their involvement in the 1880's and becoming quite influential throughout the early 1900's. "By this time, these institutions were the most important avenue through which young male Canadians were introduced to sport."[50] The Y.M.C.A.'s aimed to include everyone in sport participation, except females, while "the Calgary Y.W.C.A. argued that its physical training programme provided 'the opportunity for recreation which youth and health naturally craves and which is denied the girl during the working day.'"[51]

The Y.M.C.A. and Y.W.C.A. provided an alternative to commercial and club sports through the availability of public facilities for participatory sports and activities such as skating, hockey, basketball and swimming. They operated on "the belief that, while sport itself was frivolous and ultimately unimportant, it could be used for the building of character and as an antidote to the evils of urban society."[52] Sport had no intrinsic value, but participation in sport could result in some worthwhile goal. Sport involvement would aid in the transmission of middle-class Christian values (i.e. team over self, morality), train and assist young people to deal with the conditions of modern civilization, and combat and prevent juvenile delinquency by keeping children busy and out of trouble. The emphasis was on character-building, not the teaching of sports skills, for "sporting activities were a

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[48] G.J. Burke, "An Historical Study of Intercollegiate Athletics at The University of Western Ontario 1908-1945," unpublished M.A. thesis, University of Western Ontario, 1979, 103-108, in Morrow, 69.

[49] Morrow, 84.

[50] Metcalfe, 45.

[51] Wetherell and Kmet, 130.

[52] Metcalfe, 45.

means to a more important end rather than an end in themselves."[53] However, such development of character tended to exclude leadership qualities and skills, due to the lack of opportunity for self-organization and the emphasis placed on "respect for authority, punctuality, and the acceptance of external discipline."[54]

By World War I, sport was generally accepted "as a method of preserving health and easing the effects of old age. A healthy population meant a more successful and wealthy nation: a society could only be as good as the physical health of its citizens."[55] Many argued for the need to foster an appreciation for exercise in the young, and felt that physical training should be part of schooling. Some believed that increased physical training of youth would improve military fitness and preparedness. "Before World War I, Canadians did have a form of military training in schools provided by the Strathcona Trust, which aimed to prepare Canadian school boys for military service with training in military drill, rifle practice, and physical fitness."[56] The Strathcona Trust, named after Lord Strathcona, was the work of Sir Frederick Borden, who convinced Lord Strathcona to donate half a million dollars to assist physical and military training in schools.[57] In Alberta, the physical education program consisted mostly of gymnastics and, after 1921, the curriculum was revised to focus on physical fitness, rather than military drill. Military training was permitted only in the higher grades. Social benefits were emphasized over military objectives, and sport was valued more for its benefits to health, self-discipline and obedience. In 1920, a Mount Royal School teacher in Calgary claimed that athletic competition should be compulsory in all schools because of its unequalled ability to build character in young boys and girls, and teach them to be good losers.[58]

Before 1920, most recreational play was 'institutionalized' within clubs, usually organized on the basis of wealth, education, religion, ethnicity, class and gender, and emphasized participation over spectatorship. "Many of the clubs in the larger urban centres

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53 Hall et. al., 197.

54 Ibid.

55 Wetherell and Kmet, 127.

56 Ibid., 128.

57 For a more detailed account of the Strathcona Trust, see Morrow, 85-87.

58 Wetherell and Kmet, 127.

had rigorous entrance requirements to ensure that only the most 'desirable' gained access,"[59] and desirability was based largely on political and economic power. Initially, these clubs provided a basis for 'exclusive' social activity and acted as a "preserve of the doctors, clergy, barristers, businessmen and teachers,"[60] but gradually became more oriented towards league competition and sporting success.[61] As a result, many clubs became larger and more socially heterogeneous, but athletically exclusive, in order to increase their chances of winning.

Women began to strive for a place in sport in lawn tennis clubs. They started as spectators and became participants in the mid-1870's. However, women's involvement "was within the limitations of a restrictive social code" so "that their femininity would not be threatened."[62] In the 1880's and 1890's, women from the upper class struggled for access to tennis courts, golf courses and curling rinks. These women had more leisure time and so were able to make use of such facilities. A national championship was established for women's golf in the early 1900's, but events were under the direction of men and were restricted to middle and upper-class women.

Females were more involved in team sports such as baseball, basketball and ice hockey in the larger cities and universities. All activities were held in facilities controlled by men, and "most Canadian males believed that women were physically, intellectually, and emotionally inferior, and could not provide any *real* competition in sport."[63] Furthermore, in 1914, the Amateur Athletic Union of Canada "ruled that women could neither belong to the A.A.U.C. nor be registered in any sports or competitions controlled by the A.A.U.C. Women could compete, but only against each other."[64] The Edmonton Commercial Graduates Basketball Team helped dispel many myths about female participation in sport, especially team sports, as they dominated women's basketball from

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[59] Metcalfe, 42.

[60] Ibid., 43.

[61] Club and church leagues began to decline because of the formation of new leagues and the stronger role of amateur associations in organizing provincial leagues. See Wetherell and Kmet, 133.

[62] Metcalfe, 43.

[63] Ibid., 44.

[64] Wetherell and Kmet, 137.

1915 to 1940. These women challenged rule modifications for females,[65] "and challenged the best in the world without any negative consequences."[66]

As clubs for males became involved in organized sport and leagues, the development of facilities in which to hold events and competitions was often sponsored. These facilities were often restricted to private use by the 'elite,' and could house many spectators, providing an opportunity for profit. The combination of league competition and greater spectatorship resulted in an increased emphasis on money. "In fact, in the economic climate of Canada before the First World War, money was the central element, whether it was for the building of facilities, the renting of fields and rinks, travel expenses, or even to play players to play."[67] For example, the Ontario Hockey Association increased its financial status from less than one-thousand dollars in 1900, to almost seven-thousand dollars in 1914. Most of this increase can be attributed to revenue from championship games.[68] As well, newspaper and radio reports and telegraph communication increased the coverage and popularity of sports from other areas. "By the end of World War II, broadcasting was firmly in place, integrating commercialized sports into popular culture in an unprecedented manner."[69]

Sport began to have an entertainment value and became open to commercialization, leading to a struggle between amateurism and professionalism, especially in regard to the conflicting values of character development and materialism. "In the organization and regularization of sport, no issue assumed greater importance than that of amateurs being overshadowed and demoralized by competition from professional players."[70] Advocates of amateurism wanted to institutionalize fair play, believing that sport could build character through its purity of purpose. However, the importance placed on winning, combined with commercialization, professionalism and gambling, was in conflict with this ideal.

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[65] In the game modified for women, only two dribbles were allowed, contact was discouraged, and each woman played on only two-thirds of the full court. See Mary Keyes, "Women and Sport," in *A Concise History of Sport in Canada* (Toronto: Oxford University Press, 1989), 240.

[66] Ibid., 239.

[67] Metcalfe, 41.

[68] Ibid.

[69] Wetherell and Kmet, 140.

[70] Ibid., 135.

Some people felt that promoting amateurism, or playing sports 'for sport's sake,' would help 'clean up' sport, but this was seen as a British notion by many Canadians. In addition, during the early 1900's, professional athletes were not viewed as gentlemen; however, by 1931, "the majority of people no longer equated the ideal sportsman with amateur status" and it was "accepted that a professional was capable of fair play."[71]

Following World War II, Canada was in a time of great prosperity and affluence, resulting in the construction of a number of recreational and sporting facilities, and a subsequent increased opportunity for participation. A number of small towns received government subsidies to build arenas, while the facilities of urban schools and recreation centers expanded to include pools and tracks, in addition to the usual gymnasiums and fields. Many parents, who had never been exposed to such facilities and opportunities for sport involvement, wanted their children to have the chances they had lacked. They wanted their children to 'be the best they can be,' and followed the prevailing viewpoint of psychologists that an early introduction to skill development is of great benefit to children. Furthermore, high-performance sport was becoming a dominant social force in Canada. There was a general feeling among Canadians that sport developed the admirable qualities of commitment to hard work and dedication to a rational and productive way of life -- if one worked hard enough, sport could become a means of livelihood. Professional sport was now a reality (i.e. hockey) and provincial and national sport associations were beginning to place a high priority on talent development and identification.

Although this discussion of factors involved in the development of competitive sport in Canada is far from complete, it does reveal many of the different viewpoints regarding the value and purpose of sport. Over the years, sport has been advocated by individuals and groups for a number of reasons, including its assumed ability to transmit and inculcate positive values and characteristics, and as a means to achieve a variety of political and social ends. Recently, some researchers have begun to question and study these assumptions about sport participation, including the behavioral outcomes of involvement in competitive sport and the gendered experience of sport.

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[71] Ibid., 139.

Recent Findings

Sport builds character. Sport develops leaders. Sport teaches fair play. Sport prepares a person for 'the more serious game of life.' Such claims regarding the value of sport participation, which have been part of the sport ideology I grew up with, are rooted in the development of sport in Canada and are popular among sport enthusiasts. Many people feel that involvement in competitive sport is beneficial within and beyond the sporting context, while others argue that sport can foster the development of negative attributes, and those positive characteristics which are nurtured may not extend beyond the world of sport. In light of recent findings, it appears that the evidence for and against the development of desirable social and personal qualities through sport is inconclusive. The debate regarding 'character development' in sport is of concern to me as a coach, and is relevant to my thesis in terms of the beliefs and attitudes of the athletes I interviewed, the development of their values through the influence of certain people, and the impact of these views on their perception of their participation in sport.

Because the social beliefs relating to the values in and of sport are "basically a system of ideological beliefs or statements, [it is necessary to consider] the correspondence between these beliefs and 'objective reality.'"[72] The work of Harry Edwards, which aims "to provide evidence as to the soundness of the approach to sport...by portraying...the overall status of the dominant sports creed,"[73] reveals "that the claims made on behalf of sport do not have a sufficient basis in current knowledge to justify the dogmatic certainty with which they are expressed."[74]

In terms of the development of 'good character,' "the extreme emphasis on winning in sport has led to widespread cheating and recruiting violations in some colleges and universities and a commensurate de-emphasis on such 'good character' traits as sportsmanship."[75] As well, "sports competition itself may in fact be detrimental to the

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[72] Harry Edwards, *Sociology of Sport* (Illinois: The Dorsey Press, 1973), 318.

[73] Ibid.

[74] Ibid., 329.

[75] Ibid., 319.

development of what are commonly believed to be desirable character traits."[76] In general, the "available information is inconclusive on the claim that sports 'builds character.'"[77]

There is also a possibility that participation in sport may have a negative impact on an individual's moral reasoning and development. "Most people in America and in western societies develop morally to where they do realize the importance of justice and human decency. Unfortunately, young people in sport do not continually mature and develop morally like their peer populations."[78] If "'coaches are athletes grown older'...when [athletes] become coaches, they will continue the same poorly reasoned model."[79] As well, "it is quite possible that sports competition, far from generating an altruistic attitude toward others, may, in fact, contribute to intensifying already existing animosities."[80] Such moral under-development can be attributed to the nature of "the closed society of most athletic/sport organizations,"[81] and the concept that winning is everything. Typically, these teams or societies are led "by one individual, the coach, who makes all decisions and who is usually autocratic. The player is 'not to think.'"[82] The assumption is made that the coach is a moral person and will be a model of 'good character' for the athletes -- "this is untrue."[83] The coach often "implicitly or explicitly teaches the players that rules are to be bent or stretched, and that the opponent is the 'enemy.' Players learn intolerance for opponents and how to objectify other human beings."[84]

Fans and spectators frequently challenge and degrade referees and thus "reinforce the perception that 'getting away with it' is clever,"[85] while parents and friends of players tend to emphasize that winning is everything, for 'you gotta do what you gotta do.'

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[76] Ibid.

[77] Ibid.

[78] Dr. Sharon K. Stoll et. al., "Ethical Theory and Honor in Competitive Sports," in *Coaching Women's Basketball*, September/October 1994, 50.

[79] Ibid.

[80] Edwards, 320.

[81] Stoll et. al., 50.

[82] Ibid.

[83] Ibid.

[84] Ibid.

[85] Ibid.

Players are bombarded with messages of winning: 'If you lose, you're a loser,' 'Losing is unacceptable' and 'Anything for the 'W'.' Furthermore, when young players watch professional sport and see that "popular heroes quite clearly do whatever is necessary to win and when the moral construction that commentators...put on such behavior is almost uniformly admiring, it is scarcely surprising that young people come to believe this is what the game is about."[86] Clearly, children can be greatly influenced when the values and norms of professional and high-performance sport are prevalent, accessible and unquestioned. In fact, "the longer young people are in organized sports, the more affected they are in their abilities to morally reason."[87]

The belief that participation in sport generates social control and self-discipline, and prepares the athlete for life, is also debatable. "There is theoretical evidence...which suggests that sports may serve a social control function in educational institutions as well as in the general society."[88] For instance, the value of hard work, achievement motivation and deferred gratification may be internalized, and the time and energy of young people may be channelled away from unacceptable or delinquent behavior. However, there is little evidence to suggest "that sport generates an appreciation for the necessity of social control or the strict adherence to social rules."[89] In addition, "it is not conclusively clear that sports participation in and of itself either contributes to or detracts from the development of self-discipline."[90] In terms of the claim that sport participation prepares an individual for life, the evidence is, again, inconclusive. Many athletes have difficulty objectively observing their sport experiences and, often, "the lessons of life remembered may not be the lessons learned."[91] Most athletes are strong believers in the positive outcomes of sport participation; therefore, they tend to overlook or repress their own negative experiences.[92] Finally, in relation to moral development, "there may be many cases in which [sport]

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86 Hall et. al., 202.

87 Stoll et. al., 51.

88 Edwards, 321.

89 Ibid., 322.

90 Ibid.

91 Ibid., 324.

92 For a more detailed description of the athlete's view in retrospect, see Edwards, 324.

participation is detrimental to [the athlete's] adjustment in the greater society."[93]

The assertion has been made that sport enhances self-esteem and, through participation, "an individual can gain experiences that may sustain or heighten existing self-confidence and reinforce an already positive self-image."[94] However, "athletics may also provide the situation wherein the individual experiences failure, and, as a result, his [or her] courage and self-confidence may be diminished or its development may even be precluded."[95] Due to the current emphasis on performance, winning and talent development, a number of young people have negative experiences in sport and physical education, and suffer a decline in self-esteem. Those individuals who are not 'the best' and will not 'make it' as elite athletes are often excluded from participation in and enjoyment of physical activity. They usually lose confidence and 'feel like a failure' because they are not highly skilled, or believe they are not 'good enough' to participate or compete.

In particular, the self-image and confidence of females tends to decline in the teenage years, with a corresponding drop in physical activity levels.[96] In both school and youth sport "an emphasis on performance and winning...focuses attention and rewards on the most promising players and progressively discourages and eliminates most others."[97] The energy and commitment of such programs is directed towards the 'elite,' while those who will not 'make it' often have negative experiences, most often resulting in decreased self-confidence. Furthermore, those who do 'make it' might not be playing the game for its own sake, and may drop out as they find sport participation to be more work than fun. Schools and youth sport organizations have become more professional in nature and, "as more and more factors are placed at stake in formal games...the pressures to perform increase dramatically,"[98] which can have a significant effect on an individual's self-esteem. When winning is paramount and extrinsic rewards are stressed, the athlete's sense

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[93] Ibid., 325.

[94] Ibid., 323.

[95] Ibid.

[96] See Dr. Helen Jefferson Lenskyj, "Women, Sport and Physical Activity: Selected Research Themes" (The Sport Information Resource Centre for Sport Canada, 1994), 9.

[97] Hall et. al., 201.

[98] Richard Gruneau and David Whitson, *Hockey Night In Canada* (Toronto: Garamond Press, 1993), 112.

of self-worth becomes directly linked to performance. Therefore, when victory is not attained, self-esteem is damaged.

Sport and Gender

The often gendered experience of sport also must be considered when addressing the values in and of sport participation. Sport is more than simply a part of popular culture; it involves a portrayal and reproduction of social structures and inequalities. For example, women's participation in sport is representative of the "myths, inequities, the stereotypes and the sex discrimination which women generally experience."[99] Much of the exclusion and discrimination women have experienced in sport relates to common historical and prevailing assumptions about the nature of sport participation. Sport has been viewed as an exclusively male world; thus, male participation in sport was seen as 'natural.' As a result, masculinity was equated with skill, strength and competition. However, "though the separate (and unequal) worlds of boys and girls came to appear as 'natural,' they were in fact socially constructed."[100]

Sport embodies a 'hegemonic masculinity,' meaning that, in the sporting context, men are 'better' than women, which is "symbolically translatable into being better or more capable in other areas of life."[101] This male dominance and superiority implies that women, and men,who do not 'measure up' to the 'masculine' standard, are inferior and less capable. Women are judged against the male standard in sport, as are men, even when they participate separately, and their athletic involvement and achievement have value only when they meet the 'male' criteria. The inferiority of women is especially evident in the value placed on activities involving strength, speed and power, which are commonly perceived to be 'male attributes.' On the other hand, the 'female' characteristics of gracefulness, rhythm and beauty, embodied in activities such as gymnastics and ice dancing, are recognized, but not often valued or granted as much prestige as 'male' qualities.

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99 Libby Darlison, "Women's Sport: Sociology and Politics," in *Sportswomen Towards 2000: A Celebration*, ed. Dr. Ken Dyer (South Australia: Hyde Park Press, 1989), 19.

100 Michael Messner, *Power at Play* (Boston: Beacon Press, 1992), 30.

101 Lois Bryson, "Challenges to Male Hegemony in Sport," in *Sport, Men , and the Gender Order*, eds. M. Messner and D. Sabo (Human Kinetics Press, 1990), 173.

Furthermore, most girls and women do not accept or support the competition, aggression, hierarchy and discrimination embodied in the dominant sport form. Instead, they feel cooperation, connection, friendship and enjoyment are the most important elements of the sporting experience. Many females value success, but not achievement at the expense of someone else's failure, and place an emphasis on playing fairly and as well as they can, rather than beating their opponent. Health, fitness and the social experience of sport are highly valued among females.[102] The claim that 'girls don't know how to be competitive' implies that females are not competitive (which is not true of all women) and, more importantly, that competitiveness is a positive trait. The competitive model of sport may not be ideal, especially in light of what women want from their sporting experiences, and what is considered to be progress for women in sport.

In a study of thirty male former athletes once involved in the U.S. 'major sports' of basketball, baseball, football and track, Messner found that, as boys, these men craved and needed connection with others. However, it was problematic for them to establish closeness with others because, often, "males come to fear that intimacy with others will result in loss of identiy, yet they retain a human need for unity with others."[103] Homophobia also affects the connection among males in the world of organized sport. While gay males may "consciously create identities that conform to narrow definitions of masculinity,"[104] nongay males often limit their self-expression. Many males do not want to be what is not masculine, such as throwing 'like a girl' or being a 'sissy.' Playing a sport 'like a woman' is "among the most devastating insults a boy can receive, and such words can have a powerful impact upon his actions, relationships, and self-image."[105]

The men Messner interviewed spoke highly of their relationships with teammates. They identified teams as being like family, with relationships characterized by closeness and respect. These men also talked about the downside of relationships with teammates. Although frienships with teammates were sometimes the closest relationships these men ever had, they were often 'in battle' with one another. Competition against each other was

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[102] See Lenskyj, 11-12.

[103] Messner, 32.

[104] Ibid., 35.

[105] Ibid., 36.

continual, and the success of a teammate usually resulted in the demotion of another. Negative and destructive relationships often developed because of the competition for playing time, recognition and awards.

The men of Messner's study also experienced a conditional sense of self-worth based upon a narrow definition of success, involving performance and winning. They were influenced by the Lomardian success ethic that 'Winning isn't everything; it's the only thing.' Most of the men became consumed by their athletic careers for fear of failing, or not 'measuring up.' Many of them shared the dream of becoming a professional athlete, but few achieved this goal. It was possible, but difficult, for these men to develop their own standards of success, because of the social context in which they were immersed. Success was important in terms of acceptance and love from friends and family, as well as for the construction of a masculine identity. As these men became older, 'the crowd' began to play a larger role in their sporting lives. "The attention of the crowd, for any, affirmed their existence as men, and thus was a clear motivating force."[106] Messner feels males' conditional self-worth and strong commitment to athletic careers is a relfection of the "neat fit - an affinity - between the structure of sport and developing masculine identities."[107]

Sport in Canada

An examination of select Canadian sport documents was helpful to my research in placing the experiences of the three athletes in a larger framework. This analysis enabled me to determine how Canadians, in general feel about competitive sport, and what governing bodies have to say regarding the current state of sport in Canada.

Values and Ethics in Amateur Sport: Morality, Leadership and Education (1991)was prepared in response to the 'moral crisis in sport' identified by *the Dubin Report (Commission of Inquiry Into the Use of Drugs and Banned Practices Intended to Increase Athletic Performance)*, in order to gain insight into the values and ethics in amateur sport in Canada. This study focuses on high-performance sport within the broader context of amateur sport as a whole. During the formation of this report, the documents of Fitness

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106 Ibid., 49.

107 Ibid., 51-52.

and Amateur Sport (F&AS), specifically Sport Canada (SC), Fitness Canada (FC) and National Sport Organizations (NSOs) were examined, and discussion groups were formed to explore issues relating to the values and ethics of amateur sport. The themes of morality, leadership and education surfaced, and the discussion groups determined that "morality no longer exists in high-performance amateur sport, that there is no longer a concern for sport ethics and that winning has become the goal."[108] In terms of leadership in the area of values and ethics in amateur sport, tensions exist between Sport Canada and National Sport Organizations, and there is a need to educate athletes, coaches, the media and public about the moral basis of sport.

An analysis of the documents of Sport Canada, Fitness Canada and National Sport Organizations revealed that different values are held by those involved in sport at a variety of levels: high-performance sport (national teams involved in international competition), domestic sport (all other sport, from basic skill programs to provincial and national championships) and physical activity (active living, activity and movements that do not involve competition i.e.walking). The values shared by all three types of sport include dignity, equity, fitness, personal excellence and personal growth. High-performance and domestic sport share the values of amateurism, competition, confidence, citizenship, dedication, discipline, fair play, moral development, perseverance, sportspersonship and teamwork, while the values common to domestic sport and physical activity include active and balanced living, participation as a part of culture, reduced health care costs, feeling good, playfulness and recreation. The values exclusive to high-performance sport are Canadian culture (heroes), leadership, unity and profile, as well as economic benefits of major games, performance excellence and winning high-performance teams.[109]

Through its research for *Sport: The Way Ahead* (1992), the Minister's Task Force on Federal Sport Policy identified values in three areas: those expressed by athletes about the sport experience, values which should guide the sport system, and values expressed by Canadians about the contributions sport makes to the individual, community and nation. "The Task Force is convinced that the sport community is sincere in its belief that these

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[108] M. Blackhurst, A. Schneider and D. Strachan, *Values and Ethics in Amateur Sport: Morality, Leadership and Education* (London: Fitness and Amateur Sport, Government of Canada, 1991), vii.

[109] Ibid., 46-48.

values will guide sport in the future."[110]

The Task Force asked the Commission for Fair Play and Sport Canada to examine the ethics of rules and conventions through a discussion among athletes, coaches and officials. The tennis and soccer national sport bodies agreed to participate, and established five common issues relating to the values and ethics of amateur sport in Canada. First of all, there is a lack of shared understanding among athletes, coaches and officials regarding ethically acceptable and unacceptable behavior, especially in terms of the conventions of the game. Secondly, when unacceptable behavior occurs, responsibility tends to be shifted, and other groups are deemed to be responsible for unethical behavior. Furthermore, some athletes do not know how to deal ethically with the unethical behavior of an opponent, there is tacit condoning of unethical behavior and some prominent athletes (especially in professional sport) are poor role models for ethical behavior.[111]

The primary values of Canadians in regard to amateur sport include "'clean' competition, fair play, performance excellence, international participation and personal bests."[112] Decima Research conducted in 1991 reveals that thirty percent of Canadians feel the role or purpose of amateur sport in Canada should be character building and fostering personal development, while twenty-four percent believe that providing opportunities for widespread participation is most important, and eighteen percent feel most strongly about providing high-performance athletes with the opportunity to serve as role models. In terms of the importance of winning, ninety percent of Canadians surveyed hold the view that 'It's not whether you win or lose but how you play the game,' and nine percent believe that 'Winning isn't everything, it's the only thing. Fifty-three percent feel that amateur coaches would concur with the first statement in regard to winning, and forty-five percent believe the latter view is more prevalent among coaches of amateur sport.[113]

Although it is difficult to ascribe certain qualities to all people of a nation, the results

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110 J.C. Best, M. Blackhurst and L. Makosky, *Sport: The Way Ahead, Minister's Task Force on Federal Sport Policy* (Ottawa: The Minister of State, Fitness and Amateur Sport, 1992), 169.

111 Ibid., 172-173.

112 Blackhurst, Schneider and Strachan, vii.

113 Decima Research, "Report to the Minister of Fitness and Amateur Sport: Ethics and Values in Canadian Sport," March, 1991, in Best, Blackhurst and Makosky, 171.

of several consultation discussions reveal that Canadians do have a common set of beliefs regarding values and ethics in amateur sport in Canada. In general, Canadians take pride in their accomplishments in sport, feel that physical activity, physical education and sport contribute to society, and have a desire for sport that is fair, equitable and socially responsible. As well, most Canadians support the pursuit of excellence and winning, but not 'at any cost,' and believe that a Canadian athlete should 'be the best one can be' and represent Canada with courage, pride, humility, perseverance, fairness and decency.[114] The data suggests that Canadians 'want to win,' and value performance excellence and the spectacle of highly-competitive sport. Canadians also believe that the ethics of sport and goals of high-performance sport can and should go hand-in-hand. The reported values of Canadians are informative; however, there may be some dissonance between what some Canadians say they think and how they react when Canadian athletes do not win.

Within the discussion groups for *Values and Ethics in Amateur Sport: Morality, Leadership and Education*, a distinction between high-performance sport and 'sport' was not made, but the descriptions of 'sport' seem to fit domestic sport, and the two facets are seen as operating differently, moving toward different goals, and often being guided by different values. 'Sport' involves the values of personal development and character building, and is suited to achieving the social values of equity, health and lifestyle that are commonly held by Canadians. On the other hand, the operating principles of high-performance sport support the values of competition, winning and success, and are less congruent with Canadian social values. "High-performance sport will logically be driven by a different set of values than will generic sport activity. It is difficult to maintain the generic values of sport and to embed strong social values into the field of high-performance sport when the latter promotes professional and business values."[115]

Many participants in the *Values and Ethics in Amateur Sport* study feel that sport does not enhance the social and moral development of Canadian youth, but believe that this kind of development can occur if attention is paid to how values are instilled, and rules are followed or broken in amateur sport, as well as to the role of conventions (practices and

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[114] Ibid., 27-28.

[115] Blackhurst, Schneider and Strachan, 50.

norms).[116] Others believe that:

> With its large numbers of participants, sport has enormous potential for influencing positive values, if managed and structured positively.Conversely, if not properly managed, it has the potential to be destructive.There are prerequisites if positive values are to be learned. First, the sport community must determine its vision and values. Secondly, it needs coaches, officials, volunteers and administrators who are committed to the vision and values...These values must be expressed in every aspect of the sport system from its leaders and coaches to its operating policies.
>
> -Submission to the Task Force[117]

The discourse of the ethics of sport involves the day-to-day application of values in the playing and administering of sport by athletes, coaches, officials, sport bodies and the sport system. In particular, leadership in ethical conduct in Canadian sport is provided by sport organizations, coaches and officials. However, the role of values and ethics in amateur sport is not the sole responsibility of international, national and provincial sport bodies; educators, coaches, officials, parents, volunteers, spectators, athletes and the media are part of this discourse. The involvement of a number of people and forces is revealed in the words of Justice Charles Dubin, in reference to the 'moral crisis in sport:'

> The root of the problem is the lack of ethical and moral values...We are at the crossroads and must decide whether the values that once defined the very meaning of sport still have meaning in the context of sport today.[118]

The "modes of conduct -- the ethics of sport flow from the values and moral and legal principles held by a sport and its leaders...All sports follow a set of rules, principles of operations and a set of values, including those widely held, such as fair play and sports[person]ship."[119] These rules, principles and values that guide behavior and describe the right mode of conduct, provide a basis for making judgments is called rules-based ethics. End-point ethics involves judgments about behavior that are guided more by the desired result of action than rules, principles or values. For instance, the decision to

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[116] Best, Blackhurst and Makosky, 172.

[117] Ibid.

[118] Charles L. Dubin, *Commission of Inquiry Into the Use of Drugs and Banned Practices Intended to Increase Athletic Performance* (Dubin Report, 1990), 520, in Blackhurst, Schneider and Strachan, 1.

[119] Best, Blackhurst and Makosky, 170.

draw a foul in basketball in order to regain possession of the ball or have an opportunity to score, as opposed to not drawing the foul because it is against the rules, is based upon end-point ethics. Judgments influenced by rules, principles and probable consequences, or the nature of the whole situation, are part of situational ethics. End-point and situational ethics are open to abuse, because the basis for judgment is not always fully shared, nor is it open to scrutiny. "In general, high-performance sport and professional sport appear to be drifting from rules-based ethics toward end-point ethics -- less rules, values and principles, and more actions and strategies that achieve the desired end result of winning."[120]

'Fair play' is a term that is ambiguous and can cause confusion, as many people feel that 'if everyone is doing it, it can't be cheating.' The Fair Play Commission's definition relates to the exercise of integrity and respect in all sports. For example, although the common perception may be that drawing a foul is part of the game of basketball, the Fair Play Commission believes that this kind of behavior goes against the spirit of the game. As well, gamespersonship, or what one can get away with, plays a greater role at higher levels of sport as compared to lower levels: eighty percent of athletes surveyed felt that gamespersonship was part of the game at the National Team Level, while most agreed that this was not the case in youth sport.[121] Considering that professional and high-performance sport may serve as a model for other levels of sport, and are often seen as 'the best' in sport, this difference can become problematic if one is concerned with fair play.

'Excellence' is another term that can be interpreted in a number of ways. The *On the Move* and *Fair Play* programs of Sport Canada, as well as Justice Dubin refer to excellence as an attribute of persons. This interpretation involves "excellence of attitude and intention...persons are excellent if they try their best, exhibit a sporting attitude and so on."[122] Excellence as an attribute of persons is independent of skill level, or ability, and competitive success. On the other hand, excellence as an attribute of performance is independent of the characteristics of the performer and therefore does not include attitude or

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120 Ibid.

121 Blackhurst, Schneider and Strachan, 69.

122 Ibid., 65.

intention. "In *Toward 2000*, where one of the goals is to improve the system, excellence is used as an indicator of a successful sport system and is discussed in terms of international medal success, and in particular, in terms of Olympic medals."[123] A third interpretation involves a combination of personal and performance excellence, and stresses the importance of 'personal best,' but is independent of external measures of ability. For example, a child's personal best in a race is excellent for her, but may not be excellence in that particular race or event.

Some confusion also exists as to the distinction between amateurism and professionalism. 'Amateur' once referred to one who is not paid, but athletes today cannot participate competitively in high-performance sport without some sort of financial assistance. In fact, there has been much discussion recently regarding improvements to the financial support system for Canadian athletes. These two terms reflect an attitude, which tends to make the definitions more complex. For instance, if amateur sport is an avocation, or calling, that fits into but does not dominate the rest of a person's life, there is little room for total dedication and commitment to sporting excellence outside the realm of professional sport.

The health and safety of athletes, including injuries, violence, overtraining, harassment and growth and development issues, are low priorities across the sport continuum, except in some sports at the high-performance level. Yet, most injuries are predictable and preventable, particularly when they involve exceeding the rules or technical/physical capacity of the athlete, engaging in unnecessarily aggressive behavior, using borderline strategies to beat an opponent, or result from a lack of quality protective equipment or problems with facilities. Sport violence is defined by the Commission for Fair Play "as the gaining of an advantage or the release of frustration through acts of physical aggression outside the rules of competition."[124] Two main sources of this anger have been identified through research. Firstly, frustration may lead to retaliation and a deliberate attempt to injure, and, secondly, violence can be used as an instrument by players and coaches to gain points or an advantage and fulfil the need to win. However,

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123 Ibid.

124 Commission for Fair Play, "Good Sports make Good Sport," in Best, Blackhurst and Makosky, 174.

"neither physical aggression nor preventable casualties are a necessary part of the game. Avoiding them is the responsibility of the sport, its athletes, coaches and officials."[125]

The vision statement contained in the *Sport Forum II* (1991) document seeks to outline the desired future for sport in Canada and act as a challenge and guide into the twenty-first century. In the area of sport and its values, the vision for Canada is one in which sport is accessible and available to all, valued in and of itself, and based on and reflective of ethics and values such as achievement, enjoyment, equity, responsibility, collaboration, safety and fair play. As well, it is important that the personal and societal benefits of sport be recognized by Canadians. "The desire to win and to achieve is a characteristic of participants in sport, experienced through the successful pursuit of excellence. Excellence in sport reflects our values and ethics."[126]

Alternative Understanding

The final aspect of the theoretical framework that has helped guide me towards my thesis research relates to the work of poststructuralist philosopher, Michel Foucault. Foucault's conception of power and knowledge provides interesting insight into the structure of competitive sport, especially the relationship between coach and athlete, and among athletes. My reading of Foucault has shaped my present understanding of the interactions that take place in competitive sport, particularly within teams, and thus influenced my interpretation of the athletes' descriptions of team processes.

Foucault understands power not as possession and submission, but as a net-like organization, which, in competitive sport, includes the athlete, coach, parents, friends, media, spectators, school and sport organizations. These individuals and groups are all vehicles of power and can simultaneously undergo and exercise power.[127] Foucault believes that power is exercised, rather than possessed, thus offering a new view of the relationship among those involved in competitive sport. Envisioning the interaction between coach and athlete, and among athletes, as involving communication, equality and

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[125] Ibid.

[126] *Sport Forum II - Report of Proceedings*, November 5, 1991, 14.

[127] See Michel Foucault, "Two Lectures," in *Power/Knowledge: Selected Interviews and Other Writings 1972-1977*, Colin Gordon, ed. (Toronto: Random House of Canada Limited, 1980), 98.

reciprocity may alter what Stoll and colleagues call the 'closed society of sport.'

For instance, the coach is commonly seen as *having* power, controlling the athletes and making most of the decisions, while the athletes seldom 'think.' This role is seen as natural and normal, yet may not be most desirable. If the coach and athlete are understood as exercising power, they may share the decision making and creation of the sporting experience. The result may be a stronger coach-athlete relationship and greater enjoyment of sport involvement for both individuals (see "The Coach"). This may also be the case with relations among teammates. Often, veteran, or returning players are viewed as possessing power, and newcomers are subjected to such power. Perhaps this relationship could be transformed if all players are viewed as agents of power, capable of exercising and undergoing power in different ways. Otherwise, athletes may become what Foucault calls 'docile bodies.' "A body is docile that may be subjected, used, transformed and improved."[128] According to Foucault, "in the course of the seventeenth and eighteenth centuries the disciplines became general formulas of domination."[129] As a result, "discipline produces subjected and practised bodies, 'docile' bodies...it turns [the body] into an 'aptitude', a 'capacity', which it seeks to increase; on the other hand, it reverses the course of the energy, the power that might result from it, and turns it into a relation of strict subjection."[130] It is interesting that Foucault's first description of a docile body is a soldier, and physical educators in the late 1800's and early 1900's aimed to produce more fit and competent military personnel.

Foucault is concerned with the *how* of power at the extremities -- how experiences are constructed, how subjects are constituted and how power is exercised. In competitive sport, this interest in power as action raises the questions: How does the discourse of competitive sport affect those who are engaged in the activity? How are the athlete and coach produced by the social enterprise of sport? Foucault focuses on the effects, rather than the intentions of power, and believes that power should be` examined in an ascending manner, beginning at the most basic levels:

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128 Michel Foucault, "Docile Bodies," in *Discipline and Punish: The Birth of the Prison* , translated by Alan Sheridan (Toronto: Random House of Canada Limited, 1979), 136.

129 Ibid., 137. For a more detailed description of 'discipline,' see 136-141.

100 Ibid., 138.

> ...the analysis should not concern itself with power at the level of conscious intention or decision; that it should not attempt to consider power from its internal point of view and that it should refrain from posing the...unanswerable question: 'Who then has power and what has [s/he] in mind? What is the aim of someone who possesses power?' Instead, it is a case of studying power at the point where it its intention, if it has one, is completely invested in its real and effective practices...where it installs itself and produces its real effects.[131]

Foucault's emphasis on the effects of power at the extremities has led me to focus on what is happening to the athlete. Rather than being concerned with the intentions of the coach and parent, for example, I have chosen to consider the thoughts and actions of the athlete. I am most interested in how the athlete perceives and understands his/her experience, and what the ramifications of competitive sport participation are for the athlete from his/her perspective. Coaches, parents, sport administrators, etc. may believe that participation in sport develops desirable social and personal qualities and provides a rewarding experience for the athlete, but this intention or assumption does not guarantee positive results of power. My concern is with how the power of athletes, coaches and others (i.e. administrators of post-secondary institutions) is exercised and the effects of this power as action from the point of view of the athlete.

Finally, Foucault links power and knowledge, and feels that "each society has its regime of truth, its 'general politics' of truth: that is, the types of discourses which it accepts and makes function as true."[132] He identifies truth as being "centered on the form of scientific discourse and the institutions which produce it; it is subject to constant economic and political incitement."[133] As illustrated in the first section of this chapter (The Development of Sport in Canada, Recent Findings), the 'regime of truth' of the discourse of sport in Canada has been, and continues to be, influenced by a variety of social, political and economic factors. On a more basic level, Foucault believes that what must be taken into account is "the person occupying a specific position...whose specificity is

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[131] Foucault, "Two Lectures," 97.

[132] Michel Foucault, "Truth and Power," in *Power/Knowledge: Selected Interviews and Other Writings 1972-1977*, Colin Gordon, ed. (Toronto: Random House of Canada Limited, 1980), 131.

[133] Ibid.

linked, in a society like ours, to the general functioning of an apparatus of truth."[134] I am interested in what today's post-secondary athletes consider to be 'true' in their particular sporting contexts, and how and why these 'truths' have been formed.

The historical development and present state of sport in Canada, combined with recent findings regarding the effects of competitive sport participation, and insight into poststructuralist philosophy, have provided the theoretical framework for my thesis research. These elements have helped guide me towards my research interest and served as a reference point throughout the research process.

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[134] Ibid., 132.

CHAPTER THREE - THE SPORT

As an essential theme within and among the conversations I had with the three student-athletes, 'the sport' itself is critical in understanding the nature of the experience each has lived, or what it is like to be a post-secondary student-athlete, and the meaning or significance of this experience. Much of what the student-athletes spoke of relates to the sport: its most pleasurable and rewarding characteristics, its importance and place in the post-secondary experience and its link with other parts of life. The sport helps reveal what sport is to these student-athletes; in other words, what their reasons are for being involved, what motivates them to participate, what they enjoy about the sport and what feelings they experience through and from it. Exploring the sport also sheds light on the role or purpose of sport in their lives as post-secondary student-athletes and how sport "fits in" or connects with and has influenced other parts of their lives, such as academics. The sport and what it is to each student-athlete illustrates what they believe they have learned or gained through their post-secondary experience and what the benefit or value, either in the present or future, is of being a post-secondary student-athlete. Finally, the sport taps into each student-athlete's sense of self and how this has been developed through the experience of being involved in athletics at the post-secondary level.

Enjoyment of Sport

Barry

For Barry, what the sport of cross-country skiing is to him relates mostly to the feelings he experiences as a result of participation. Barry likes what he is doing, loves his sport and thinks it is "great fun." Part of his enjoyment of cross-country skiing stems from his studies in Physical Education, for he believes that "sport's important" and "everybody should have some activity besides the stressful studying, working and all that sort of worry." Skiing enables him to "think better," "go through life more relaxed" and, because these things happen, his sport is important to him. Barry stated, "I can eat what I want, I can run with the best of them, I can do all that sort of thing, but also mentally it's a big factor." The physical advantages of skiing include general health, enjoyment of food and

improved physical performance, while the mental benefits come from having "lots of time to think." While Barry skis, he thinks about "everything", including school, career paths, dinner plans and "all the good things you're getting from this," both physically and mentally. Barry also thinks about the stresses in his life and works through them as he skis, thus feeling more calm and thinking more rationally when he is done. He believes that physical activity, which for him is usually skiing, is valuable because of the benefits to health and wellness, especially coping with the stresses of everyday living and enjoying life more. Cross-country skiing contributes to Barry's active, healthy and low-stress lifestyle.

The physical benefits of cross-country skiing for Barry extend beyond general health and skiing performance, to feelings of self. When Barry is "inactive and lazy" he feels "really awful" about himself and is uncomfortable, unhappy and grumpy. Regular physical activity of almost any kind is very important to Barry because such involvement results in positive feelings of self, while a lack of participation brings a negative view of self. Barry said, "I love going out and playing basketball for three hours, it feels great when I'm done, but if I didn't do it, I would feel awful." Sport, in general, for Barry is about a physical workout, being and feeling fit, and therefore feeling good about himself. These positive feelings also influence how Barry approaches and experiences other facets of his life, for he indicated, "I think sport enables me to enjoy lots of things better than I would without it and skiing fulfils that aspect of happiness, or whatever that feeling is, in my life." He believes that this feeling of "happiness" is quite common among athletes. Sport is tied to Barry's self-esteem in that he feels more satisfied with himself, more self-respecting and more content in his daily activities when regular exercise is an integral part of his life.

Although consistent physical activity of almost any kind enhances Barry's self-concept, the feelings he experiences through cross-country skiing are unique. Personal satisfaction is a key factor in what cross-country skiing is to Barry and, for him, this feeling is unequalled in his sport. Similar to any workout for Barry, skiing is best at the end because "when you're finished you feel great." Finishing a race or training session includes feelings of wellness, fitness and improved self-image, and also involves the accomplishment of pushing to his physical limits and realizing that this is possible. For

Barry, this is similar to going on a survival trip or skiing a marathon. The "skiing highs, like running highs" that he experiences are part of the feeling of finishing:

> You're out there skiing and you're climbing this five minute hill and you're just climbing and climbing and climbing and you're going hard and it hurts, everything's burning, oh, your whole body and when you get to the top and you have that minute to recover, like you're recovering on a downgrade or a flat or something and once you're done that sort of interval or whatever it is, then you feel really good.

Personal satisfaction for Barry is an endpoint where he feels a sense of achievement in completing a physical challenge. He does not seem to enjoy the process of the accomplishment, but experiences satisfaction in knowing that he made it through the process and completed something that is not easy. The arduous nature of cross-country skiing is a significant element in why Barry enjoys and experiences such satisfaction from his sport. Being involved in a healthy lifestyle and the outdoors is part of what "makes it right" for Barry, but the difficulty and endurance associated with skiing is what makes it different from other sports and thus more appealing to him:

> I can play any other sport, anything, but it doesn't do the same sort of thing for me as skiing does and that's one of the major reasons why I'm still in it. Because I enjoy coming in...coming back from a ski, when it's minus twenty outside and you're done, 'cause there's a lot of effort to make you go out there, whereas I could put on my running shoes and go to the gym and do weights or something and it's much easier to do that sort of thing.

Another aspect of personal satisfaction for Barry is pride in himself. Barry likes the individual aspect of skiing because "you can go out there and you can push yourself as hard as you want and there's no one there just holding you back or limiting how you can do it or when you can do it or how long you can do it." When Barry completes a difficult segment of training or finishes a gruelling race, he knows he is the one who has done the motivating and achieving; thus, he feels strong and satisfied with himself. Barry thinks this self-esteem not only makes him feel "that much stronger" in skiing, but also helps him believe that he can accomplish things on his own outside of skiing, such as being successful in school. Personal satisfaction in skiing relates to Barry's belief in himself in many aspects of life.

Barry also feels connected to himself, others and his surroundings when he skis.

He focuses mostly on himself and is very aware of what he is feeling while skiing, and thus believes that the sport helps him to know himself better. Barry feels that there is a spiritual aspect to his sport, not necessarily in the sense of God, but in terms of tradition and family. All of his family is involved in skiing and many family events, particularly on Sundays or weekends, revolve around skiing; therefore, Barry is reminded of his family when he skis. "And so in that sort of way, it's kind of spiritual, but not in the sort of religion sense, and a commitment." As well, Barry has respects and enjoys the outdoors, and because skiing occurs in this environment, he feels a certain "bonding" with his surroundings while he skis. All of these things together, "when you look at it from a whole sort of perspective," contribute to the uplifting, fulfilling, spiritual feeling Barry experiences through skiing.

Barry's "all time high [in skiing] was last winter in February" in his "first race at the Canada Games, where [he] had one of [his] best performances ever." He "could feel even [the] physical side of [his] body, everything was working really well and it was a really big high, for a week or so, or for the rest of the winter and the spring."

Nicole

Nicole's main reason for participating in basketball is a love of the game, which is multifaceted. In fact, Nicole's enjoyment of the numerous aspects of the sport illustrates why basketball is so many things to her:

> ...it's fun and it's challenging and it's individual and it's team...there's just so many aspects to it. I think basketball involves more than just, like say someone was a runner. You're limited into what...that's just individual, but in basketball, you can be individual or you can be team and you can challenge one another, you can challenge yourself, it's just really fun.

She likes to compete and values the friendships that develop within a team. Nicole is also motivated by a desire to reach her potential in the sport. Her brother played university basketball, as well, and she has been motivated somewhat by him, but mostly by herself.

An integral part of Nicole's love of the game is the challenge and competition, which she feels is unique to her sport. Like Barry, Nicole takes pleasure in the physical nature of a workout, but what she enjoys most is the interaction and competition with

others. She has been involved in several individual sports throughout her life, but has dropped out of most of them because of the opportunity to be involved in a team sport such as basketball. Nicole feels that she can always participate in activities on her own, but the chance to play a team sport will not always exist. In addition, individual activity, even relating to her sport (i.e. shooting), is not as fun because it does not involve other people. Nicole prefers to play, and this involves interaction and competition, which results in fun and contributes to what she sees as the special quality of a team sport like basketball. For Nicole, competition is not solely about winning, but "trying to beat your opponent and doing the best that you can." Competition is a challenge to herself and her opponent and "whatever becomes of it, becomes of it, whether you win or lose." When speaking about the appeal of competition she stated, "I could say winning, but it's not about [that]." The process of competition is more important to Nicole than the outcome, but the end result is a concern to her because "if you lose then you're pissed off and you want to keep going at them."

Interaction with teammates is part of the challenge of playing basketball and the happiness Nicole experiences from the sport. Working well with other people can be difficult, but helping her teammates, and the team as a whole, accomplish things is a source of gladness. Nicole said, "If I give someone a great pass, I'm going to feel good about that and that's really fun for me." Nicole also values the trust and belief in each other that develops among teammates. This belief is a prerequisite to cooperating and achieving, and is also important to Nicole regardless of the outcome on the basketball court because of how it makes her feel. She said, "I know when someone's setting a screen for me trying to get me open, they're believing in me that I can get the job done and of course that makes me feel good and I'd do the same thing for someone else." Feeling appreciated and establishing a relationship of mutual respect and trust with her teammates are significant factors in what the sport of basketball is to Nicole.

Nicole's love of the game relates to the personal success she has had and hopes to have in her sport. One of the most positive things she has experienced in her sport so far is the level of play she has attained. While in college, she did not believe that she could play university basketball; therefore, she is very proud that she is now participating at that level.

Nicole also takes pride in being a member of the starting lineup for her current team. As a result of these achievements, basketball is a positive presence in her life, which is associated with personal accomplishment and increased self-esteem. Nicole indicated, "I don't think I've come close to reaching my potential yet...and I want to make sure that I get there." She is proud of how far she has come in basketball and now has expectations of herself to play well enough to start, but also feels that she is not yet as good as she could be. Nicole wants to continue to improve; the process of becoming a better basketball player, and the knowledge of where she will be at the end of next year, motivate her to train and play. Reaching her potential as a player is an important part of what basketball means to her.

Kevin

Kevin's desire to win, be recognized by others for his achievements, and experience personal success are the main elements of what hockey is to him. When asked about his reasons, or motivation, for playing hockey over the last three years, the first thing Kevin said was, "Because I always wanted to win something and I thought [Technical School] would be the best way to achieve that." Since winning is very important to him, Kevin chose the school he wanted to attend largely because of the success of its hockey team. However, Kevin went on to say that what motivated him most was a desire to prove something to other people, followed by a wish to accomplish things for himself. He feels that many people in his family, particularly his grandfather, do not believe that he is a very good hockey player or, at least, not as good as his cousins. Kevin feels that his relatives have not given him the recognition he deserves in hockey; therefore, he thought that by making the hockey team and "doing something there" he could prove something to his family and make them proud. His identity and worth within the family are very closely linked with success in hockey.

Much of Kevin's motivation for participating in hockey is to earn the respect and admiration of others in order to enhance his self-esteem, prove their assumptions false and 'make a point.' He wants his relatives to be proud of him and regret the opinion they have of his ability to play hockey. Self-satisfaction is also involved, for Kevin feels content

being the only one in the family currently playing hockey. In addition, he "was not supposed to make [the college team]" because he played in the Capital Junior Hockey League, and not the Alberta Junior Hockey League or Western Hockey League like many of his teammates.

Kevin is very proud of his involvement and achievement in hockey. Although he wanted very much to demonstrate his ability to others, did so, and thus has positive feeling about himself, Kevin's sense of accomplishment also exists separately from the recognition of others. He stated, "Some people think I'm cocky because I like talking about the things that I do, but I'm proud of myself and what I've done." Over the past three years, Kevin feels that he has "worked [his] way up to be better," particularly in the summer prior to his third year, and respects himself for the effort put forth and the achievements that followed.

Kevin's self-concept, influenced by both internal and external sources, is linked to winning and success in hockey. Being a member of a winning team and contributing to this achievement helped Kevin prove his ability to play hockey and accomplish something to his family and himself, resulting in a more positive self-image. In addition, although Kevin believes that "what happened yesterday is yesterday," he also feels that having a poor game or practice affects how he perceives himself, in general. For instance, when he had his nose broken in a game this season, he "didn't talk to nobody on the way home" and had negative feelings about himself for several days. Kevin thinks that his self-esteem in hockey influences how he feels about himself away from the ice.

Recognition and appreciation from others within the team is very important to Kevin. After his second year, Kevin was going to quit the team because he thought his coach "was more worried about guys that had played somewhere so he could look better," rather than what they were actually contributing to the team. However, he received an award which goes to "the player who's got the most dedication and gets the least recognition, who advances the team's goals ahead of his." Since the award winner is chosen by the coach, Kevin then felt that his effort and the 'little things' he was doing for the team did not go unnoticed, and he decided to stay with the team. The appreciation of his coach contributed to his decision to continue playing hockey.

Thinking that this might be his last year of playing hockey, Kevin decided to train

hard during the summer and "try to get into shape just to see." He wanted this year to be the best of the three, his main individual goal "was just to be a regular person, to not have to look at the roster sheet to see if you're playing that game," and he "never did that once this year." He wanted to improve to the point where his coach believed, without reservation, that he was good enough to play in every game. This season, Kevin played in all fifty-two games, which was "one of the biggest things" for him. Kevin takes pride in being "just a kid from out in the country who's never played nothing," yet who is "one of the biggest factors on the team." The contribution he makes to the team through his play and leadership means a lot to him, particularly when it is acknowledged and valued by his coach and teammates. Kevin was told by his coach that he was a major factor in the success of the team this year: "He said if we wouldn't have had you on the team this year, he said, we wouldn't have won. He said, that's the truth, he said." Kevin was named assistant captain this year, as well, and because the captains are chosen through a team vote, he knew he had the respect of his teammates and they, too, appreciated and recognized his hard work.

Team relations and winning are major ingredients in what the sport of hockey is to Kevin. He feels his first year was "really good" and his "second year was even better because there was a way better bunch of guys." In his first year, there were four or five different groups within the team that "hung out together" and "argued on the bench." Kevin felt that it "was really bad" and, although he was happy to make the team, he was disappointed with the how his teammates related to one another. In Kevin's second year, the team formulated a philosophy that "you're either in or you're out," and the team was much closer as a result. However, "when it came down to a crunch there was a couple guys that didn't buy into [the] team philosophy right at the end," and Kevin believes their lack of commitment cost the team the A.C.A.C. title. Kevin expressed his feelings about this season by saying, "And this year has been the best year of my life I can say. It's actually been a dream year for me." Not only were they A.C.A.C. and National Champs, but "everybody just bonded together" and "everybody stuck together." It was even better for Kevin "to win with a group of guys like that."

Winning the National Championship was "really nice" for Kevin because he had

never won anything before, and it helped erase the negative feelings of losing the year before. During the A.C.A.C. Championships the previous year, his team lost the lead in the last fifteen minutes of the game and Kevin "watched it go away and it wasn't a good feeling." Beating that team this year "was the key" to the team's success at Nationals and, for Kevin, equivalent to winning the Stanley Cup. The strong rivalry and consequent emotion surrounding winning the league "took away from Nationals a little," yet Kevin feels that winning the National Championship is "by far" the most positive experience he has had in hockey. The emotion of the win is not what made it so positive; rather, "it's a really good feeling to know that you're on top and nobody else is as good as you." As well, Kevin and nine of his teammates have been playing together for three years and their main goal during this time has been to win the league. This year they achieved that goal and went beyond it due to the reinstatement of the National Hockey Championship.[135] They went as far as they could as a team by winning the National Championship.

Sport and School

Barry

During Barry's four years as a post-secondary athlete, academics has played a more prominent role in each successive year. In making the transition from high school to university, he found that "at high school it's always easier to maintain your athletics and balance things," while at the post-secondary level "it's always harder to maintain your academics and your top athletics." Dealing effectively with both school and sport has become easier over the years as a result of learning the expectations of professors and being able "to manage [his] time and become more efficient." For Barry, the main struggle lies not in being able to carry out academics and athletics at the same time, but successfully developing each "to its full extent." He believes that in order to 'be elite' in either school or skiing, the other will involve some sacrifice. For Barry, being 'elite' in skiing goes beyond success at the post-secondary level.

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135 As of the 1995-96 hockey season, all Sport Canada funding for the National Hockey Championship has been terminated. As a result, the requirement for the participation of at least five provincial conferences in the sport of hockey to hold a National Championship, or at least four provincial conferences for an Invitational National Championship, has been dropped. Therefore, the National Championship was held this year with the presence of only Alberta and Ontario.

Barry chose the university he attended because he wanted to ski; skiing was his "number one focus and school wasn't really." During high school, he was always more interested in and dedicated to skiing than school, but began to question this focus in university:

> ...coming from high school, all you're focused on is you'd like to be the next Michael Jordan of skiing or whatever and that's all you want to do, you don't care about anything else, I don't need a career and I'm going to be a great athlete and it kind of hits home when you're at a school and everyone's planning careers and taking career paths and you're involved in a sport and you have to make decisions.

Over the last four years, Barry's focus has changed, partly due to the nature of his sport, and also as a result of a conscious choice:

> ...I realized that through my sport I'm not going to make a career out of it, even though I may. It's great fun and I've learned a lot from it but I have to work towards something that's going to make me a success or be able to support myself.

Barry has the talent and ability to be a member of the National or Olympic Team, yet this is not what he has chosen to do. He loves his sport and is an exceptional athlete, but skiing is not everything or the only thing of importance to him. He has made a decision to concentrate on school and a career, which he associates with being a success, and seems excited and proud of this choice.

The sport of cross-country skiing has many opportunities for training, competition and travel, but due to limited sponsorship and the need for self-funding, Barry feels that money is an obstacle. Unlike a sport such as hockey, where "if you were into [the sport] and you were good, then you'd be crazy to throw something like that away because it's such an opportunity," skiing is not a professional sport, per se. Barry feels that he cannot "make [himself] a real career out of it;" therefore, he had to "sacrifice something" and "that's why [he] had to decide to pursue academics." Barry believes that he could have been one of the best skiers in Canada and gone to the Olympics and each "would have been a great achievement," but "it wouldn't have gotten [him] anywhere really." He would not have gained much financially or economically through these accomplishments, so he chose to switch his main focus to school in order to have the means to make a living. Barry

values the financial and economic benefits of a career more than competing internationally in skiing. However, if he had more opportunity to pursue his sport professionally, there is not much doubt that he would.

Although Barry feels that he "had to decide to pursue academics," the decision was also a personal choice. He believes he could have made the Senior National B Team this year and done "some skiing over in Europe," but "decided not to" because it was his graduating year and he has aspirations of getting into medical school. Barry has received guidance from parents, coaches and friends and, without their influence, feels he may have chosen to ski rather than work towards a degree. These people spoke with him about making a decision to either focus on skiing or a career path, and now Barry thinks "that a career path is probably more important." This year he "wanted to focus more on [his] academics, still maintaining a college-based level" in skiing. Barry feels that he met his goals, for his "marks were really good" and his "skiing didn't fall behind that much." He was able to work towards completing his degree with high academic standing, while remaining committed and successful in his sport. He did not "go to a lot of the big races," such as the Canadian Championships, but did compete in Alberta Cup races and placed first at all A.C.A.C. events. Barry "wasn't as far ahead" in the Alberta Cup races as he has been in the past, but he "was with the competition." Barry was very successful at the A.C.A.C. level, yet did not perform as well or achieve as much as he could have if he had concentrated more on skiing. He feels that he "didn't lose everything," but was not as proficient as he has been in past years. Barry "still trained and skied probably five times a week and did most races on weekends, but they were races that [he] didn't have to really prepare hard for and still do well." He was able to maintain a high level of skiing, but sacrificed some time, effort and accomplishment in order to be more successful in school. Barry loves his sport and will most likely continue his involvement in it, "but not to the level that [he] could be."

At the post-secondary level, Barry believes that "academics are just as important as your skiing" and "you're there to learn a well as to maintain your competitive edge." He feels this is especially true in a sport like cross-country skiing, because "if you were that good then you wouldn't have to go to a post-secondary institution." Barry said that very

few skiers who go on to university are able to maintain an elite level of skiing. Because of the travel involved in training at this level, an athlete would not be able to attend a post-secondary institution continuously for four or five years, earn a degree, and compete beyond a university level in skiing. S/he would spend a great deal of time in Canmore at the training center, a few months in Europe, and the remainder at a university with exceptional training and testing facilities.

During the winter of his first year, Barry spent two months in Europe training and thus "missed two months of school classes, came back and found it really tough to get back into the groove, so [his] year didn't go over all that well." Fortunately, Barry was given "a lot of support from coaches saying if you go back now, just get focused and you'll get through this semester...so in that way it was good." Because "there's quite a difference in focus and structure" at the post-secondary level, "it's much more difficult" to be an elite skier and a successful student. This was the case with Barry, for travelling to Europe was a great opportunity for training, yet it had a negative effect on his academics; as a result, he feels the year was difficult and not overly successful. However, if one wants to focus on both academics and athletics at a post-secondary level, Barry believes the two can and should be of equal importance. Since the post-secondary level is not a 'stepping stone' in skiing, an emphasis is placed on academics. Excelling in school and sport means a great deal to Barry and this year he was successful in both, which has "been a great achievement." For him, "it's a great feeling when you can have a high g.p.a., like eight point whatever," and "when you're able to maintain your athletics with your academics being high, then it's even a better feeling."

The relative importance that Barry places on sport and school is a reflection of the philosophy of the school he attends. He believes the university's philosophy is embodied in the "most prestigious award, the Athlete of the Year, it's not the top athlete and that's it." There are three areas of concern for the award and the university:

> ...academics is very important to our institution, our athletics is very important and also your sort of social, community service is important, or leadership...so you have to look at the institution and what the award really means and from our institution all those things matter and they have to be at a certain level.

This philosophy has had a great influence on Barry and the decisions he has made in terms of academics and athletics. He has come to believe that school and sport should be balanced, largely because of the coaches and administrators he has worked with over the past four years.

The philosophy of the university also includes rules and regulations, outlined at the beginning of the year, that "are usually not a problem" for Barry and his teammates. He believes that "when it comes to ski season there's no room for fooling around and childishness and just creating trouble and that sort of thing." If Barry were involved in the activities that the rules aim to prevent, he would not be able to compete. For example, he and other athletes at the university are not allowed to consume alcohol during the forty-eight hours prior to a competition, and Barry feels this rule could involve even more restrictions. He feels the athletes are representatives of the school and thus should take care to ensure that they perform as best they can. Receiving a scholarship makes this even more important to Barry:

> Because if you're getting a scholarship to represent your school and you're paid for your performance and [alcohol] definitely affects your performance, whether you realize it or not...I think there should be just elimination of that totally once the season starts.

Barry feels a scholarship is not simply an award for past achievement in sport, but a privilege that each athlete has to earn by being responsible and accountable for current performance. Barry thinks the other rules "are fine," and because there has never been a problem with his team, the rules have never "been preached to" or "demanded of" them. In fact, he believes it should not be necessary to have restrictions because "if you're on a sports team and during your competitive season, there should be no allowance for that sort of thing."

Barry feels that the nature of his sport may make it easier to follow the rules set out by the university and exercise self-discipline in his training, studies and social life. Because cross-country skiing is an individual sport, Barry is responsible to and for himself; therefore, he makes most decisions based on the effect upon himself and his performance. He feels that, in his sport, "what happens to one person may not necessarily happen to another person in a competitive situation, so, therefore, different people have

different things to celebrate or feel happy or feel sad about." Although this can also occur in a team sport, Barry sees different personal performances as being more important in an individual sport. Barry feels that he can come home from a race, go to his room and "congratulate [himself] or feel disappointed for [himself] or what not." Yet, "when a hockey team wins their game or whatever, it's 'we're all going out, we're going to celebrate.'" As a result, it is Barry's opinion that the policies of the university are "easier to maintain or compromise with or go along with in an individual sport like skiing." Barry's team is very unified and there are times when they all go out together, after A.C.A.C. Championships, for instance, but there are also "lots of weekends that [they] would never, ever, ever, go out, like months at a time."

If Barry participated in a team sport such as hockey, he thinks his teammates would have a greater influence on him and he would "probably be involved in whatever they were involved in because it's a team sort of thing, you live as a team, you talk as a team, because you need that in order to perform." In a team sport, Barry believes "that team unity is so much more important, you have to have that, like in hockey, if you don't have a happy team that's bonded well together, then you'll never perform as a team." Although Barry does feel that his team is important to his performance in skiing, such reliance on teammates is much more of a factor in team sports. As a skier, Barry can tell his teammates that he is not going out and "no one gets mad," but if he were involved in "practices every day with every player and they know what you're doing and they know all your responses to their wants or whatever, then it may become a little more of a tense situation." Barry went on to say that there would have to be a balance between his own wants and the wishes of the team. In skiing, he has not experienced much pressure from teammates, so he is not sure how he would react in a different situation. For him, "sometimes there are influences by a few skiers but not the team as a whole and what [he] decide[s] won't affect the team or how the team perceives [him]."

Nicole

Nicole believes there is a link between school and sport, and this view has influenced her experience as a post-secondary student-athlete thus far. The connection that

she makes between the two is a personal one, for she has seen "a lot of people who play the game and love the game so much...that's all they do and they don't really care about school." Nicole feels that she has learned to commit herself to school as a result of her commitment to her sport:

> ...I would much rather be playing basketball than be at school, but in order to do that I have to have the grades to do it. So knowing that, I am dedicated to school only because I'm dedicated to basketball first. Even though it should be the other way around.

Nicole feels her dedication to school should come first, but because she enjoys basketball more, this is not the case. However, she is quite focused on pursuing a career in broadcasting and this interest may also motivate her to achieve in school. Nicole has more success academically during the basketball season because she is quite busy and so is almost forced to manage her time better. Often, when the season ends, she thinks she has more time to get things done, but fewer things are accomplished.

In addition to the grade point average requirement to play, Nicole also mentioned the recent academic stipulation placed upon the Jimmie Condon Scholarship.[136] She stated, "[coaches, sport administrators and the provincial government] have always said that there was [an academic requirement], but this year they finally really enforced it and it shocked a lot of athletes." Nicole thinks the academic requirement is "not that high" and reasonable enough that "any athlete could really maintain it."

Nicole's coach places an emphasis on academics, and at the team retreat at the beginning of the season, "she says school first, because that's what you're here for." Although her coach feels that school is important, Nicole is quite convinced that not all coaches have the same view. Nicole believes that all athletes "are there for school first" and feels that coaches "don't have to de-emphasize school." Instead, she thinks coaches should emphasize academics. She does not agree with those coaches who encourage athletes to take three courses instead of five, because having fewer classes does not necessarily mean that people will put more time into their sport. Nicole feels that a student-athlete is "going

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[136] Prior to this year, a student-athlete needed to be in 'satisfactory academic standing' to be awarded the Scholarship. Now, the minimum requirement is a five point four grade point average on the nine point scale, a two point zero g.p.a. on the four point scale, and sixty percent on the percentage scale.

to put in the same amount of hours" regardless of the number of courses s/he is enrolled in. Despite the fact that Nicole's dedication to school stems from her commitment to her sport, she thinks that "you are there for school first and basketball can still play a huge part."

Nicole is not aware of a philosophy of the university in terms of academics and athletics, but does feel that she and her teammates have been treated fairly and others have been "even more than generous" to them. Nicole gets "so excited about things that [they] get," including meal money, athletic apparel sponsorship and the Jimmie Condon Scholarship. Her view on the 'benefits' given to post-secondary athletes is somewhat contradictory, for she believes "university athletes in Canada don' t get much money," yet greatly values the things that she and her teammates have received.

Kevin

Like Nicole, Kevin's commitment to school is largely the result of his dedication to and enjoyment of hockey. After high school, he worked mostly as a labourer and came to the decision that he wanted to pursue other avenues in terms of a career. Consequently, he filled out an application form for the technical school he attended and the army, and only mailed the one for school. If he was not accepted into school, Kevin was going to send in his application for the army and this, he thinks, "was just to scare [him] into doing good and getting into school."

During his first year, Kevin feels if he had not been involved in hockey, he would have quit school. He was nervous about being in school after working for four years, there were "so many different people" in his class and he "didn't get along with everybody," but hockey gave him the "responsibility to show up there every night" and "a group of guys that [he] could get to know and hang out with and that would help with homework and stuff." Kevin thinks he would have lost interest in school quite quickly if he was not playing hockey because he is "not the most motivated person," and hockey was something he needed in order to stay in school and stay in shape. Kevin knew that if he did not keep his marks up, he would not be able to play hockey; therefore, his love of the sport motivated him to do well in school. Furthermore, if things were not going well with school, Kevin "knew that [he] always had the hockey part of it to bring [him] up."

During the last three years, Kevin has learned how to apply himself and work hard

in hockey practice, and this attitude has been a benefit to him in school. He has developed the ability to manage his time and realized that he will become better at things if he works at them:

> ...if you work hard in hockey it shows that you can achieve something and it's the same way in school. If you dedicate yourself in either of them, you know there's going to be something at the end that you're going to be happy about that's going to benefit you. Like for practising, you get better; studying, you get smarter, it's just kind of like that.

Kevin feels "you have to dedicate yourself to both" academics and athletics and there is "lots of time" to do so. Generally, they finish practice at seven o'clock and Kevin believes that "if [he] can't get enough homework done from seven till ten o'clock at night, then [he] shouldn't really be in school." Hockey practice is for two hours every night and "you got all day to do your homework or do your school," so being able to do both is not a problem. Kevin feels that, like himself, "a lot of people work really hard to manage their time to be able to play these sports" and he does not appreciate the "bad rap" that athletes sometimes get because others think that "they party all the time." He thinks having to keep a good average in order to play "develops you way better" and, like Barry, wants others to recognize and respect this aspect of sport. Kevin "did really good in school this year" and is "quite happy" with his academic success, for he graduated, received the Jimmie Condon Scholarship, and remained eligible to play. Although hockey is his main motivation for doing well in school, Kevin is proud of his academic achievements, regardless of the outcome in his sport.

Kevin has plans to "go try out for a couple pro teams" this year and is "just excited about that." He has made contact with a team in Texas and may also travel to Germany, stay with relatives and "travel from team to team until somebody wants [him]. And, if not, then [he'll] come home and let reality set in and try to start working somewhere." Kevin does not "want to be one of those people who go, 'Boy, I wish I would have done that.'" Because he has the chance and is young, he feels he "might as well do it." Kevin wants to take advantage of the opportunity to play professional hockey because he does not want to regret not trying; he is also reluctant to to begin life and a job in the 'real world.' School has been important to him during the last three years as a source of personal

accomplishment and a means of remaining eligible to play, but not as a vision for the future. Playing professional hockey is a dream to him, and working at another job is not something he is eager to do.

The philosophy of Kevin's coaches is that "hockey is number one." They want the players to do well in school and "if you're having problems in school, they'll help you out," but "when it comes down to it," hockey is their first priority:

> ...you only need to come to the rink for basically two hours every night. As soon as you get into the rink, it's hockey, that's their philosophy. Because you're only there for two hours, you do your work at hockey and then when you go home you can do your studying, you can do whatever you want to do.

Kevin's coach would sometimes give the team a Tuesday off to go to a movie for 'cheap night,' they never played on Sunday, and Friday and Saturday was "hockey time" because of games. Kevin said that "Saturday morning you could do a little homework and stuff, but [Coach] said once you, like twelve o'clock or whatever you start thinking hockey." This practice and competition schedule is very similar to that of most post-secondary sports, and Kevin believes the expectations of his coaches are reasonable.

Kevin feels the philosophy of his school in relation to athletics "is probably one of the worst." The sport administrators at Kevin's school were disappointed in his coach "because their philosophy is seventy percent school, him teaching his classes, and he should put thirty percent of his time into coaching." With this philosophy, Kevin wonders, "Why have a hockey team if you don't want them to win?" and thinks the school does not place enough emphasis on winning. Kevin believes that if the coach puts thirty percent of his time into coaching, the team is not going to do very well, so he should "put one-hundred percent into coaching, one-hundred percent into school." He feels his coach should be equally dedicated to teaching and coaching. Like Kevin, the coach enjoys hockey a great deal, so "he put his effort into hockey more than he did his other things."

Kevin feels the school's athletic department "wants to make everybody happy" and believes that "their biggest thing is money." He does not think that everyone can be happy, nor should their be an attempt "to equal out the dollars." Because the hockey team has more players than volleyball or basketball teams, for example, Kevin believes they should

have more money allocated to them. This became an issue when the team travelled to Nationals because the players felt that fifteen dollars a day was not enough meal money, considering that "the guys are going to school, it was near the end of the year" and they were staying in Toronto. Kevin said that the hockey team would give another team their extra money if they were not going to Nationals and "the other teams agreed totally on that" at the captains' meeting, which is held once a month at the school. Despite their efforts, the team did not receive any extra meal money.

Kevin believes the hockey team should have gotten more 'benefits' because of their success on the ice. For him, "it was really disappointing from the school's aspect where, to what [they'd] achieved and [they] thought [they] maybe deserved a little recognition." He is upset that the players had to pay to have 'National Champions' embroidered on their jackets, and the only things they received from the school were a glass and a picture. As National Champs, Kevin feels the team should have received more praise, recognition and 'things' from the school. He also thinks the administration should put as much into the teams as the coaches, and more money needs to be generated for the hockey team to "help out players in the future." Kevin wants to see more advertising of athletics and would "like to get involved...and to do that with the hockey team and the other sports teams."

Kevin believes the purpose of athletics at a college or university is "just to give people who want to carry on with their other activities...the chance to have that option." He also thinks "the school generates enough money and what not off [athletics] to give some kids some benefits." Although Kevin feels that intercollegiate athletes should 'get more,' he supports intramural sports, as well, thinking that these activities might help keep people in school, as hockey did for him. Since students pay for the use of the athletic facilities with their tuition, "it takes an excuse away" and encourages people to be active. Kevin feels "sports at school is good and it's better than people think it is" and "all schools should do a little more to keep that interest in sports." To him, part of the reason "why college is so good is because you don't get paid." He believes that when "a lot of money" is involved in sport, "it just ruins it...[and] people stop believing that they have rules, that they have to be fair." Kevin made reference to "N.H.L. guys...some of them are good but some are just brutal." He believes athletes "have to" be honest, understand fair play and be

'good' people because "if you break the rules, you're gonna get caught sooner or later...and that's not gonna help you out." Kevin feels that, "through your life, you have to take risks, you're gonna make mistakes and do bad things," but learning from these events is essential and linked to the worth and goodness of post-secondary athletics.

Sport and Life

Barry

It is Barry's opinion that "sport is necessary in all aspects of life," particularly at the post-secondary level. In comparison with high school "where things were easier," Barry feels "sport's even more important" at university because it helps a person stay focused on school and "get your mind off the everyday stress." From Barry's experience, being involved in a sport can, out of necessity, lead to better time management and provide a means of working through problems in order to feel more relaxed and able to deal with daily stresses.

Barry's personal philosophy of athletics, which has been influenced by his coaches and the university, is embodied in the school's nickname and can be summarized by the words "don't quit." Barry feels the philosophy involves "many different things," so "there's a lot more meaning to it than just you don't quit:"

> ...you don't quit trying to unify your team, you don't quit being nice, you don't quit when you're out competing, you don't quit when you're training, you don't quit when you're depressed about studying, there's lots of aspects.

This has been a "major philosophy" of the team for several years and Barry's coach "kept repeating and kept telling [the team] that this is the way it is and this is what you had to do in order to be successful and not just successful in your sport, but in everything else." Barry has adopted this philosophy as his own and applied it to skiing and other facets of life. At times, he wishes this was not his guiding philosophy, yet realizes the positive impact it has had on his life:

> ...sometimes you just want to quit things, but it's helped in every aspect, like in studying especially, it's helped, because in studying you do get frustrated a lot more quick than you would if you were training...So that philosophy helped me in other aspects besides sport, as well.

Barry feels he has he has grown academically, socially and in athletically "from being involved with a community like [University]." He has grown as a person and a skier due to the influence of coaches, teammates and the university as a whole. Barry sees his experience as a post-secondary athlete as including all elements of university life. In his third year, Barry's main focus was skiing, his "academics weren't bad but they weren't great or honours or anything like that," and he achieved goals he set for himself as a child, such as having one of his "best performances ever" at the Canada Games and being the top skier in the country in the twenty-three and under age category. This year, he decided to concentrate on school, and his grade point average was above eight on the nine point scale. Being part of a team at university has been a great benefit to Barry, for in high school he "never went out with friends" and "didn't develop lots of close relationships" because he was focused on doing well in skiing and maintaining his marks. Barry feels he "needed a social aspect" and his team at university provided that. He has met all of his best friends through skiing and they have lived on campus and done "lots of other things together." During the last four years, Barry feels that "everything has come around and things have all worked, all [his] positive and negative experiences have paid off." Because of the sport of cross-country skiing, the coaches he has had, and the values and ideas they have exposed him to, Barry feels he has been able to guide himself on to a pathway that is best for him:

> ...that's what this school has done and that's what I've accomplished or achieved in my four years, even though I may not maintain top in the country or be on the dean's list for marks, but I've grown in all those different aspects and probably will really benefit me now once I go on from this into whatever I decide to go into. I'm ready now.

Barry believes his experience as a post-secondary athlete has helped him discover what he is capable of doing, feels is important, wants to accomplish and, consequently, determine some long-term goals. It has prepared him well for the future and "put [him] in touch with the real world."

The experience Barry has had over the past four years has given him "a broader base to work with" and opened "up a wider spectrum of thought." He has been receptive to the philosophy of his coaches and the university, and adopting the majority of these ideas has been a benefit to him. Having a balance among skiing, school and his social life

"gets [him] away from the total physical, skiing, time, wax" that was his focus in high school, and has enhanced "the feelings [he gets] from [his] sport and being positive about things and even enjoying it more." Barry feels this focus on sport and other parts of life has not had a negative effect on his skiing for, regardless of where he decided to go to school, his "physical performance probably would have been as good." Yet, if he would have attended school elsewhere, Barry thinks he would not have experienced "the mental feelings and the feelings of just being part of a good team." He probably would not have enjoyed being a post-secondary athlete as much. Furthermore, Barry believes the philosophy of his coaches and team has had a positive impact on his performance in skiing, particularly in being more relaxed at competitions and hearing the supportive cheers of his teammates.

Although Barry believes that a balance among academics, athletics and social activities is necessary, and having this outlook has been a benefit to him, he also feels that one needs an "overall focus" because "three things is a lot to maintain, to be elite at or good at." Barry has been very successful in both school and sport, "but whether you're elite at one or the other, something has to be sacrificed." (Again, Barry's definition of elite in his sport extends beyond success at the post-secondary level.) This is a "rule of thumb" that Barry has "taken and adopted" and plans to make use of in the future. He feels "there's always a sacrifice and it may not be a lot of sacrifices in one area, but there's always a sacrifice." For instance, if Barry wanted to be the best skier in Canada in his age category, or a member of the Olympic team, he would not be able to put much time into academics or a social life. This year, Barry's aim was to "be able to compete at a certain level and do really well in [his] academics," so his "social life did go down some, [his] skiing maintained but [his] academics went up." For Barry, "it's gone from one extreme to the other" "like a see saw" and he thinks a person has "to fluctuate all three things...depending what your overall focus is." In each of the past four years, the element Barry has chosen to focus on most is what he has been most successful at during that year.

Barry believes it is important to have one main priority, yet "at a college level...you can maintain good academics, good athletics and a good social life." As a post-secondary athlete, Barry feels all three elements can be "at a fairly high level" and he is "convinced of

that now, for sure." He believes "you don't want your sport to be the only thing that you're focusing on and the only thing that you respect, because if [so], all the other aspects of your philosophy of your sport are let go and they're just lagging behind." It is important to him to exercise self-discipline and maintain a constant level in his sport, school and social life, "trying to keep that at an appropriate level for skiing." This "was difficult" for Barry because "your social life is so hard when you're at school and no parents and nothing around to do, you can do whatever you want whenever you want." Barry "had to say no to some of [his] friends, I can't go out to the bar tonight and [he] had to say well, I'm studying during this time period so that I can do training later." He has "stayed focused on [his school, sport and social life] and made sure not one of them was getting away from [him] and [he] wasn't doing too much of one and not enough of the other. [He] tried to maintain a constant sort of state within all of them."

By focusing on these three elements, Barry feels he is being respectful of those people in his life who are not involved in his sport, while earning respect from them. He believes, "with people that are in your social life, you have to maintain respect for them so that they can respect you." Earning the respect of others also contributes to their respect for the sport, which is important to Barry and his team, for "if the respect is not directly for your sport, it is sort of indirectly related regardless because you're influenced by your sport." In addition, "the respect that you give to them is the same as you would for your teammates except in a different way...you respect them for what they're good at" and "you treat the person as if they are you and as you want to be treated." In terms of others' opinion and respect for him, to Barry "it's important that they see [him] as maybe a role model...not as a jock and just partying all the time and boozing it up and still doing well." He feels others associate drinking and partying with being an athlete or 'jock,' and does not want this perception to apply to him. He wants others to look beyond the athlete and see him "as a well-rounded person, that [he] can do well in school, [he] can do well in skiing, [he] can have a good social life."

From Barry's point of view, the "sport of skiing is basically, it's basically life itself." Barry feels that skiing and the experience he has had in the sport over the past four years is not a stage of life that he will leave behind as he enters a career, but a part of his

life that will influence "the way everything will work." Barry's experience as a post-secondary athlete has provided him with a basic philosophy that will shape, and already has affected, his habits and lifestyle, and how he eats and lives. He feels skiing is "a broad spectrum" that "gives you more of a background knowledge to use," and he will "just take from that spectrum when [he's] dealing with certain things." Barry knows he will encounter obstacles and difficulties outside of skiing, "but everything that [he's] learned from skiing will be portrayed in what [he's] doing probably." For example, Barry feels he now has "more of an idea of what a good coach should be like and the things that you should portray and should try to get across to teams, especially in a sport like skiing." He also knows "what's important besides being a coach that stands there like a drill sergeant or somebody." Barry believes a coach must communicate to athletes that skiing is "not just an individual sport and you need self-motivation but you need a team," and to "have respect for your teammates, even though you're probably in competition with them [and] have respect for your coaches." He thinks these things are essential "when you're in a supervisory position or a coaching position," and feels he would not have learned their importance "if [he] didn't really become a part of a team like this."

Participating in skiing at university has taught Barry that "being focused on what you're doing when you're doing it will always help you out in the long run," and "when you're doing a job, do it well...whether it's studying, whether it's being in a relationship...being involved in a career...everything is sort of a job in its own little way." Barry feels that following this philosophy "will always just make things better" by enabling him to deal with different things more easily and thus enjoy his life more. Finally, he believes "you don't just become a great person or a motivated person because you're involved in a sport," for "people are modelled in their views" by parents, coaches and others in their lives. He feels "it depends on your nature, it depends on your upbringing...[and] it doesn't necessarily have to happen that way and it doesn't always happen that way." For Barry, "when [he] came to school, then the philosophies of [his] coaches here and being a part of a team like this" had a great impact on his post-secondary experience, his life and who he has become.

Nicole

Nicole feels that basketball "carries over" into other parts and "changes every aspect" of her life. She "can't imagine being at school and not playing," for being a post-secondary athlete is "the greatest experience that anyone can do" because "it just opens your eyes to so many parts of your life." Nicole is very happy when she is playing basketball and if she has any problems, she "can just totally forget them" when she is on the court. Nicole sees basketball as an outlet for stress and an opportunity to escape from life's difficulties for a while. She would "rather just be in the gym" than anywhere else. Nicole also feels that playing basketball helps her enjoy life off the court more for her "outlook is better, on life...just from being happy in what [she's] doing and believing in the team."

Nicole's personal philosophy of athletics relates mostly to work ethic. She is aware of "what can be done through a lot of work ethic on the court" and believes the same effort is required "to get anywhere outside of basketball." Nicole feels "the dedication and commitment that you put towards basketball...will carry over to the work ethic in other parts of your life," but such effort requires more than simply 'spending time.' For instance, in basketball, "everyone has a dedication to the team , you're all in there for the same amount of hours, but some people have better work ethic than others do." Nicole feels she puts a great deal of effort into basketball, perhaps because she likes "to work harder than others...comparably maybe more so than others," and she has "had better experiences outside of basketball from that." Nicole's belief that if you work hard at a certain thing, something good will come of it, has also been a benefit to her in basketball. She has positive feelings about her sport because "so many of [her] experiences have been valuable." However, she feels those people who do not "get as great or valuable experiences out of it" will "have a negative image maybe of playing and that will affect their values, maybe."

For Nicole, work ethic includes "going after something that you want." She feels if a person wants to accomplish something, believes s/he can and is willing to work hard, it will most likely happen. For example, during high school and her first years of college, Nicole did not think that one day she would be playing university basketball. However, when her college coach in Alberta began talking with her about the strong possibility of

playing at that level, she set a goal for herself and now is a university basketball player. This experience has taught her that believing in oneself is the first step, which is followed by setting a goal and having the determination and work ethic to achieve it.

Basketball is a significant part of Nicole's life and the person that she is, but "it's not [her] life or anything like that" because she has her "own life." Although basketball has influenced many parts of her life, Nicole is able to separate what happens on the court from occurrences off the court in certain situations, particularly those events that affect her self-esteem. If Nicole has a poor week of practice, she "might not feel as good going into the games, but it doesn't change [her] self-esteem outside of basketball." How she feels about herself off the court "is good," so she is able to be confident and positive in other aspects of life, even if basketball is not going as well as she would like.

Nicole believes "there's a time frame" in which to think about basketball, especially if she has "had a bad game or a bad practice." It is her opinion that "you can think about it for an hour and then after that, you just gotta forget it." Nicole feels that setting this limit is beneficial to her performance during the next practice or game, as well as her self-esteem, mostly because of the "values that [she] learned at home or from the psychologist." Her self-confidence also enables her to move on from poor performances after a time of reflection. Nicole said, "they kind of all tell you things, but it's whether you believe in them or not that it's going to help you." She believes it will help her not to dwell on poor performances, and this philosophy has worked in her favor.

Nicole believes "you have to have a lot of self-confidence to play at the post-secondary level because people that don't have a lot of self-confidence probably won't make the teams," and feels that playing basketball has increased the confidence she has in herself. Nicole's self-confidence has improved from "getting the opportunities, for starting and recognition from the public or the media" and from her "experiences on the court" which "have been good." How she feels about her self depends somewhat on external sources, or the approval of and recognition from others. However, much of Nicole's self-confidence in basketball comes from within, for her "coaches aren't the ones who will build you up, they won't tell you that you had a good game." Some of her teammates will congratulate her on a good performance, but "there's a few conflicts...the ones who don't

want other people getting the recognition so maybe there's some greed." As a result, Nicole feels that self-confidence "does have to come from you" and "you gotta tell yourself you had a great game." Nicole is the central source of her confidence in basketball, while acknowledgement from others adds to her confidence. She has positive feelings about herself because she has challenged, and continues to challenge, herself in practice and games, but mostly as a result of knowing that she has tried as hard as she can:

> ...I feel good about myself knowing that I tried at anything and basketball's just one other part that I know that I've tried as hard as I could at, so that makes me feel really good about myself. Confidence, esteem...

Basketball contributes to Nicole's life "in how it makes [her] feel" because it "makes [her] life that much more enjoyable." Part of this enjoyment is the success she has had in her sport, such as making a university team and being a member of the starting line-up. Nicole also feels she is a better person because of "the things that [she's] gotten out of it" and the "many more experiences...that [she] never would have gotten" if she had not been involved in basketball. These experiences include travelling, interacting with children at games and while working at camps in the summer, other "experiences of leadership," and being a volunteer at the television station in her hometown. Because of her participation in basketball, Nicole believes more people "from the community back home" know who she is and "some people look up to it or are impressed by it." Having others in her hometown and the city where she attends university recognize her and know of her achievements is a "valuable contribution" that basketball has made to Nicole's life, for it helps her in "being one step ahead of the next person, maybe." She feels she has a higher profile as a result of playing university basketball, and this might help her with job opportunities in the future. In addition, "being on the team" is important for it affects "how other people see you, it's fun to say that you were on a team and a lot of people respect that." Nicole believes that "having to work with people" "helps outside of basketball, as well." Her involvement in basketball has "taught [her] a lot about individual people and getting along with different people and respecting people." Part of basketball for Nicole has been "having to...trust people whether you want to or not," and she feels "there's always going to be someone who [she's] kind of forced to get along with and [she] can't let that bother [her] if someone's different, you just have to work with the person and do

the best you can." She also values "just being part of a team" because "you always have these friends and the things that you do off the court," and "it's just been a really fun experience with the team, mainly."

Although Nicole has learned and gained a number of things through her participation in basketball that she may not have experienced otherwise, she feels "a lot of the values that [she's] gotten out of basketball [she] had before [she] went in." For instance, Nicole has always believed that dedication will bring positive results, and because she has "had great experiences playing," this belief has been reinforced and solidified. In terms of the things she has learned from her family while growing up, such as work ethic and belief in herself, Nicole feels that "basketball's just improved them" and illustrated to her "how strong they can affect or how much a difference they can make."

Kevin

For Kevin, hockey "gives meaning to everything" and "makes [him] want to keep going." When he was younger, one of his coaches told him that "the way you perform in practice is the way you're going to be in life" and Kevin has never forgotten those words. He feels he is "very hard to get motivated to do things" for he likes talking rather than doing, but playing hockey has helped him realize that "you can't just talk about things, you gotta go out there and do it." Kevin also believes work ethic is necessary in order to make things happen, for "everything's there if you want it, it's just what are you going to do to get it." For instance, at one time, Kevin did not dress for his team, but he "worked hard and...[he] got the chance" and this year he played in every game. As well, this year's team set a goal of winning Nationals and they were able to achieve that goal. Kevin feels a person can accomplish almost anything because "whatever you want is there" and, in order to achieve, "you just gotta be able to work as hard as you can." It is necessary to "make sure you're doing whatever you can to do it because you can't...give fifty percent and want to receive something that's worth one-hundred percent because it just doesn't work." However, if a person gives a full effort and does not accomplish what s/he hoped to, "it wasn't meant to be."

For Kevin, the most important thing is to try as hard as possible to achieve a goal and, knowing this has been done, there will be satisfaction in the outcome. Not wanting to have any regrets at the end of this year, he approached the hockey season with this attitude, and "knew that if everybody gave one-hundred ten percent then [the team] would win." Because "there was no question that [they] would win," if the team was not successful in reaching its goal of being National Champions, they did not work as hard as they could to make it happen. Because of the team's effort and attainment of their goal, Kevin now feels confident in his own ability to achieve for he stated, "I know if I want something, if I go out there and do it, I can probably get it."

Work ethic is also connected to Kevin's self-esteem. His purpose on the ice is to be a "physical presence" and a 'work horse' and fulfilling this role is very important to him. When Kevin's classmates and other people come to watch him play, he wants them to remember that he worked hard and did his job well, not that he did not play very many shifts:

> ...I just got a certain role on the team, so when I go out there and I don't play my hardest and bang and do those things then I feel like I let them down...This one guy I didn't even know he came and watched and he goes...I remember you, you didn't get many shifts but every time you were out there, everybody knew you were out there. You knocked the, you hit that one guy and the glass broke and he feel through the glass and everything...So when I do that...to be good I know I have to go out there and just do that kind of stuff.

Kevin's belief that hard work will bring positive results helps him through poor performances, as well. He feels "everybody has bad practices...but giving up ...that's not gonna help, you gotta work through your bad times." Kevin's "basic philosophy is what happened yesterday is yesterday, just keep trying" because "you got your chance to redeem yourself the next day." He believes hard work will help erase yesterday's negativity and bring a more positive outcome today.

Hockey is the central element of Kevin's life and "basically all [he] think[s] about a lot of the time, it's just hockey." "Hockey basically came first" for Kevin as a post-secondary athlete, particularly in his third year. He would "always just manage to get [his] school work done" and "never pushed really hard to do [his] school work." Kevin's

primary motivation for doing well in school has been to remain eligible to play hockey, as well as to receive the Jimmie Condon Scholarship. He feels "you don't have a social life really when you play hockey or go to school because you gotta dedicate yourself to that;" therefore, hockey has been his social life for the past three years. Kevin would often "hang out with all the guys from the hockey team...organize and do things together" and "that was [his] social life." However, with the end of school, graduation and people leaving the city for summer jobs, things changed:

> ...now that they're all gone, it's just kind of really weird because there's nothing to do. You don't want to go to the bars or anything because there's...it's not as fun as it used to be because you used to go with your buddies. So now it's kind of different. It makes you realize how much you needed the guys for social, like for anything.

Kevin feels that his teammates are necessary for the existence and enjoyment of his social life, as well as some, or all, other parts of his life.

Kevin "can't stress how much the team concept...if you don't have a team concept, you're not going to win nothing." The team's focus on and achievement of winning greatly influenced the nature of the interaction among teammates and with others. For example, "some of the guys on the team have actually broken up with their girlfriends that they've had for seven years over [the team] winning." The person to whom this happened "just said I've won with these guys and I just want to share this moment with them," but his girlfriend also wanted to spend time with him. A decision had to be made because "he had a social life with the team and he had a social life with his girlfriend" and "they were conflicting." Kevin feels it "was hard to go from spending every day of the week with these guys to none," and although he is "not saying it's good that he's broken up with her...that's how good of a feeling it is."

With another person on the team, "his girlfriend was his life and that was it and the team was second," so the captains "actually packed his gear up" and "he didn't have no more stall." They felt he would rather be with his girlfriend than the team and would not accept his choice. Kevin believes "you have to divide your time," and this player "learned to devote his time to everything, and then he had that balance." This teammate "made the sacrifice and it made him a better player" and "he came back to be one of [the] best

defencemen in the playoffs." Kevin also feels "it made him a better player because he had the girlfriend." For Kevin and most of his teammates, having balance among hockey, school and other parts of life means that hockey is most important, followed by school, and other things may be present as long as there is no interference with the team. Similar to Barry, Kevin feels a sacrifice must be made, and because the team's main focus was to win, other parts of life had to be of lesser importance.

Kevin believes he has learned several things and gone through a few changes over the last three years; consequently, he is more self-aware and knows "what kind of person [he is]." He "was known as Mr. Mediator" and because there are "so many different personalities" on the team, he has "learned how to deal with people" and to trust others. Kevin has "learned how to deal with stress," "control [his] anger a little bit" and "manage money." Living on his own has been "a real experience" because "you have to pay your own rent and everything." Kevin believes that being part of a team has shown him, and will show others, that he "can be responsible and dedicated to something." He believes "all companies nowadays are going to the team, you gotta be a team to achieve things," so he "will get a job over somebody the same as [him] because [he's] got the team background." This increased opportunity for being employed is another reason why Kevin thinks "sports are really good in colleges."

Kevin has learned how to manage his time and dedicate and apply himself in hockey and school. Through his achievements in both athletics and academics, Kevin has realized that he is "not going to get better at things if [he doesn't] work at them." His success is part of "that whole building process, if you see it, then you start to believe it." Because of the experiences Kevin has had as a post-secondary athlete, he feels he can commit himself to do well at whatever he chooses. For example, he said, "that's the same as a girlfriend, if I'd dedicate myself to maybe having a girlfriend, I would probably have one."

Part of the philosophy of Kevin's team is that once "you get into the rink it's hockey" and he feels he should be able to do the same with school. However, this is does not happen all the time, nor is it always the case in practice, but it is "more because you always do better in something that you thoroughly enjoy doing." Kevin stated, "I enjoy

hockey so much that I always did better in hockey...if I would apply myself in school like I did in hockey, I'd be a ninety student." He feels he could dedicate himself to something other than hockey, but, because of his commitment to the sport, this has not yet happened.

As a result of being a post-secondary athlete, Kevin feels he has "become a person who...everybody really likes [and] a lot of people respect." For Kevin, "respect is a really big thing...because the more people you know that they respect you, the better off you are." He believes that knowing many people, and having them think highly of him, may bring opportunities at a later date. Kevin wants others to respect him "for trying," even though he "may not be the best at what [he's] doing," by letting him know that he has done a "good job" or by acknowledging the team when they win a game.

He feels that playing junior hockey "made [him] become a jerk more than anything," but over the past three years he has "grown to be a way better person." Because Kevin "did really well" in his first fight in junior hockey, his "coach just put [him] into the fighting role and then [his] attitude totally changed." He "was so cocky and thought [he] was so good," that "if anybody would bump [him] in the bar or anything, it would be an instant fight." Kevin feels the development of this arrogant attitude "happens to everybody," especially in the N.H.L., because the players "just think they're untouchable." He also believes it is quite common in athletes at the post-secondary level and "just jocks, in general," particularly males, because "you think that your sport's the best" and "you just think you're Mr. Cool because you're playing [a sport] and stuff." Now that Kevin has "gotten older and...gone to [Technical School] where [he doesn't] have to fight...[he's] totally changed," for the better. He is a "physical presence" on the ice and has not had to fight, for the style of college hockey is different due to its existence in a post-secondary setting:

> ...people weren't there just to play hockey, they were there to get an education, too. So it wasn't going to be cheap shot day or whatever, it was all clean. Because they were there for a different reason, too...if someone's taking Business Administration they don't need a stick in the face and get all cut up. Yeah, you're going to be a good businessman with a scar face. So it was nice, and being a physical presence, I just like throwing big hits and stuff because you knew they were going to be clean. And if you needed to fight, they you needed to fight.

Kevin now believes in and respects himself more and is no longer a follower. He did not say that he is now a leader, but, because of the leadership role he had on the team, this is definitely the case. He has "become a teacher, kind of, in a way," through his involvement with hockey schools, and has come to realize that he has a love for "teaching little kids and stuff." Kevin hopes his experience will help him obtain a job "working at a hockey school in Canmore for two months this summer," because he wants to work at something he enjoys and "benefit from that, as well, physically and mentally." Furthermore, Kevin feels the travelling he has done has "opened [his] eyes" and peaked his interest "to go to so many different places." The team visited Switzerland this year at Christmas, "which was incredible" and "one of the best things [he's] ever done," so he would like to "try to do it again." Going to Toronto "was a lifetime dream" for Kevin because he was able to see the Skydome, Maple Leaf Gardens, the Hockey Hall of Fame and Wayne Gretzky's restaurant.

Kevin feels lucky "to be able to play hockey" because his sport has "enabled [him] to go to school, to meet more people" and "do things now that [he] never would have been able to do if [he] never played hockey." Kevin also feels fortunate because of his talent and accomplishments:

> ...I'm doing something that other people can't do and it makes you feel lucky in a way...better than another person because you feel, well, you've achieved more than them and personally you are just a little better because you do certain things to make yourself feel better, you just feel privileged that you're able to play hockey and stuff.

He believes "people in this game are gifted in a way [which] just makes you appreciate everything so much more." Kevin is thankful for this gift, for he is able to participate and achieve in something he enjoys:

> ...if I didn't have hockey, what would I be doing and I just think about what other people would do that don't have hockey, what do they do. They probably do lots of other things, but I'm sure it would be a little better if they had some sport or something...just that they can excel at.

When Kevin has children of his own, he wants to "make sure they're in some kind of sport or something...so they get experience at team atmosphere...meet more people [and] learn respect, dedication, motivation." He feels hockey has been a great benefit to him, and

would like his children to have a positive experience in sport or another activity, as well. He does not "find anything negative because everything that happens [he] believe[s] happens for a reason." For Kevin, "everything in hockey that [he's] every done has probably, it [may have] seemed like a negative but it helped [him]." He said, "I don't regret anything I've ever done because it's made me the person I am today and I think I'm a pretty good person."

Hockey, for Kevin, is "part of [his] life that [he] just like[s] doing," and "the day that [he] won't be able to play, it'll be different." Although he "wasn't going to play old timers," if he does not play professionally, he will most likely change his mind. Kevin likes "sports in general" and winning is an important element in his enjoyment of activity. His "whole family's like that, [they] don't like to lose, no matter what [they] do." Kevin prefers to win and is motivated by "that drive to want to be the best [but] even if you don't, at least your giving an effort to be." Trying as hard as possible and knowing this has been done is the key to Kevin's approach to hockey and life.

CHAPTER FOUR - THE COACH

'The coach' is a key element in the experience of the three student-athletes with whom I spoke. Their coaches have played an important role in their lives by influencing their beliefs and values in sport and life, and affecting their feelings, both positive and negative, towards the experience of being a post-secondary athlete. For these individuals, the essence of the coach-athlete relationship has had a considerable impact on the nature and enjoyment of their experience. The coaches' priorities and values regarding communication, respect, performance, teamwork and the sport, itself, have shaped the experiences of these student-athletes.

Barry

During our first conversation, Barry identified interactions with coaches as being the most positive and negative experiences he has had as a post-secondary athlete. This connection between the coach-athlete relationship and Barry's feelings towards his experience illustrates the influence a coach can have on an athlete's enjoyment of sport. Barry's coaches have had a substantial impact on the person he has become, and greatly influenced how he perceives and understands his experience as a post-secondary athlete.

In Barry's first year of university, he felt he was constantly being monitored by his coach and was uncomfortable with this type of interaction. He was not accustomed to such a level of supervision and "found that really negative, having somebody there always telling [him]." Barry felt the coach "really had control of a lot of what [he] was doing" and made him do things that he did not want to and he "didn't like that at all." This coach "was a student but he was part coach, as well," which may have affected the coach's comfort and confidence, and Barry's opinion of his knowledge and competence as a coach. In addition, Barry believes "a positive team or keeping [the] team unified was a big problem" at the time; therefore, the coach was probably more focused on team interactions than individual wishes and concerns. Furthermore, Barry expected and wanted the kind of coaching he had had in the past, which involved "just giving a program and going and talking to him once a week or something," and when this did not happen, he reacted with negativity. Barry did not enjoy being on a set schedule with the coach and team; instead, he likes to

plan his own training times and "get [his] motivation up" to go skiing:

> I have to go through it mentally before I can actually perform. And...the coach that was here was saying that you're doing this now at nine o'clock and this at three o'clock and that's the way it's going to happen every day. And I said I can't handle that, it's not what I'm used to and all the negative aspects of that.

Barry's conflict with his coach "just became a really tense situation and [his] skiing and [his] training went down because of it." However, with a different coach the following year, things began to change. He and his teammates "that were elite skiers, as well...wanted a lot more independence, but [they] also realized after a little while that [they] couldn't have total independence because [they] were a part of a tight team now." They accepted and recognized the value of being part of a team, which was a new experience for them, and the coach allowed them to be more involved in planning and organizing training times. For Barry and some of his teammates "it worked out," but "there are some skiers who it never worked out for and they never came back" because "they couldn't handle [it], they couldn't integrate into a system like that, that they have at this institution."

The team philosophy, 'don't quit,' which is associated with the team name and involves a balance between individual and team, is "sort of set by the coaches...because, if not, there's so many different people that come in" with a variety of backgrounds and philosophies. "There are a lot of people who are totally to themselves or too much team," and Barry learned that "you have to have something that people have to look at and say, 'Okay, this is what we're gonna try to achieve.'" This "means some people may have to give in to the team more," as he did, "or some team members have to give into the individual more." There "is a philosophy set out for" Barry and his teammates, and they now "try to abide by it," rather than attempting "to work around it."

Barry "was able to get across [his] feelings of anger...and frustration...and because of that, [he] was able to grow more." His openness to the views of his coach helped him become a better skier, experience personal growth and feel more positively about his sport experience, while his teammates who did not express their concerns were not as fortunate:

> I was able to...start using my coach's ideas as well as mine and combining them...and putting my level of performance higher, whereas these people just maintained the same, just left with their same ideas, kept their same ideas, and now a

> lot of them aren't even skiing now because they didn't get the other aspects of the sport that are important, like the enjoyment, the team unity is very important, just the well-being, social aspects of sport, that sort of thing that a lot of people don't see when they're involved in a sport like skiing.

Because Barry did "plan things out with [his] coach and combine different things that [he] thought and [the coach] thought...it made it a learning experience and worked out to be a positive one." Furthermore, the cooperation with his coach is one of the main reasons why Barry decided to return to the same university after his first year. He said, "if it was like it was ...my first year, I probably wouldn't have stayed, I know I wouldn't have stayed."

Barry's most positive experience occurred in his third year, which was his second season working with a different coach. By this time, Barry had "gotten to know him" and felt "a real sense of bonding" because he was comfortable talking with his coach about training and other aspects of life. This type of coach-athlete relationship was new to Barry, and it increased his enjoyment of being a post-secondary athlete:

> ...he's a good guy to get to know and he's a good guy to go and talk to. I never had that, I've never felt free to go talk to my coaches before. I go and talk to them about training but to [Coach] you could go and talk to anything about, even with school, life, girlfriends, whatever.

Barry believes this coach "understood where [he] was coming from," mostly because he has "coached a lot in the past and he's seen a lot of different athletes." As a result of his knowledge and experience, the coach was able to determine what Barry wanted and needed, and provide these things for him. In addition, "he always offered that he could help" Barry, and "he was always there to talk to, but he didn't say you had to meet me this time, this time of the week" like Barry's previous coach. This coach gave Barry the combination of independence and supervision that he desired, for "it was that kind of just freedom, but still it wasn't total freedom, but it was respect freedom." He was very supportive of Barry throughout the year, particularly "through all the races leading up to" the Canada Games. This "wasn't a college event," but Barry's coach was "always giving [him] support, always...motivating [him and] keeping [him] positive."

Barry values the friendship and openness in his conversations with his coach and feels this kind of communication is partly due to the "university structured team." Before

he came to university, Barry "was always on a one on one basis with [his] coach and...it always seemed positive to [him]" that he was the focus for his coach. However, Barry discovered that "the coaching strategies were a lot different at the university level and [that] they were both positive and negative." For Barry, the positive nature of coaching at the post-secondary level is the result of "the way your team is structured and the way that they, the coaches, integrate into your team." He feels the coaches, particularly the ones he has had in the last three years, are part of the team and this "makes the communication lines so much easier to maintain between you and your coach."

The relationship between Barry and his second coach at university is based on mutual respect. Barry believes "you gain respect for people when you're happy with them or when you're friends with them and when you understand where they're coming from," and this was the case with his coach. The coach understood Barry's needs as a skier, respected Barry's ability, appreciated his self-discipline and work ethic, and was open to discussion about personal concerns. Barry also respected the knowledge of his coach, became open to his ideas regarding the team and its philosophy and, as a result, the two became friends. The coach gave Barry some "freedom in [his] training but still had [him] come in and do things with the team." Barry was able to benefit from the team experience and "could carry over...[his] knowledge to other people, but [the coach] also gave [him] the freedom to go out and do what [he] thought [he] had to do." Barry feels his coach showed respect for him by granting him some independence, but he also had to earn this respect. Barry "proved that [he] wasn't goofing up or [he] wasn't performing...[he] proved that [he] could ski and be elite without having this schedule sort of monitored." Barry believes that, while he learned from his coach and gained respect for his philosophy, the coach also began to respect his ideas and "it worked both ways."

For Barry, the most valuable element of communication with his coach is that "you feel a lot more comfortable talking ...about life, about school, about anything." His coach is "really a relaxed person...and he creates a real comfortable atmosphere for you to be in." Barry was "one of the team leaders" and the coach "always called [him] in" to his office to talk, so they had many opportunities to discuss various issues, and their "relationship developed." This coach retired after Barry's third year and now Barry will often "go over

to his house and talk to him over tea." As before, they talk "about anything...farming this year...or the weather or skiing...and he'll always talk to [Barry] about his family and...it's become a good relationship." Barry said he has respect "for a coach like that," like his coach, who was willing to talk to him if he needed, and allowed him some freedom in his training.

Barry's coaches at university place an emphasis on life outside of skiing; therefore, they are open to discussing concerns beyond sport with the athletes. With Barry's "coach at home, where it was always skiing, skiing, skiing, [Barry] would never confront him about a personal relationship or something that [he] wanted to talk about with [his] coach, it was always just skiing." In contrast, with the coaches at university, "you can go in and you can talk to them because of the team structure," in which the coach is part of the team and life beyond the sport and team is considered important. Barry feels respected by his coaches and thinks he has "been treated really fairly by coaches" because he can "talk to them, just on a buddy basis, not always talking about skiing and that sort of thing."

Barry feels he has learned a great deal from the coaches he has worked with at university;[136] in particular, he has come to realize the importance of morals, respect and focus. The "morals of sport" Barry has learned stem from the philosophy of the institution and what it means to be a member of a team at the university. As a Christian liberal arts and sciences post-secondary institution, the school "has a moral sort of background" and every athlete is aware of "the meaning to be a [Team Name]." Barry's coach "wanted everybody to get a positive experience" and "morals to him were treating everybody equal." He placed an importance on Christian morals and values, and emphasized respect for one another and team unity:

> ...he wasn't concerned whether you went to church every Sunday...he would be concerned about certain kinds of morals and if you had an extensive night life during the competitive season...but more so he wanted morals that just made everybody equal and that you would treat each team member with the same respect as you would for anybody, for him, and in that way our team could be more

[136] Barry has been influenced mostly by the coach he had in his second and third years of school. In his final year, Barry was coached by a former student-athlete of the institution who was also coached and greatly affected by this person. As a result, the philosophy of the two coaches is very similar. From this point, 'the coach' refers to Barry's coach in his second and third years, unless otherwise specified. However, it can be assumed that the philosophy and influence of Barry's coach in his final year was much the same.

> unified...we always said prayers, too, but that was to satisfy him, probably, and maybe even some of our skiers who were involved in that way, too.

The team is a key element in the philosophy of Barry's coach, particularly in terms of respect:

> His philosophy has always been the team is united and you're doing everything for the team ...and once you get out there it is individual,but before and after and in all other aspects you're a team and you do things to respect one another and to gain respect from other teams.

Barry's team consists of "the lower class skiers and the middle class, the people who aren't great skiers, just beginner skiers, [they're] all one." Consequently, there is little correlation between skiing ability and respect for teammates. Barry and his teammates "respect each other for what they are, and if they are a slow skier or if they're not the most physically fit or whatever, you don't get on their case about that." The expectation of Barry's coach is that "you treat the person as if they are you and as you want to be treated" and "to keep that in the back of your mind when you're becoming friends or becoming unified as a team." The Golden Rule applies to the coach, as well, for Barry said, "that's the way I gained respect for [Coach]. He's treated me the way he would want to be treated, so we both gained respect for one another." Barry feels "[the coach's] philosophy or the philosophy of the team influences how [team members] gain respect ...or maintain respect for one another."

In terms of earning respect from others, Barry and his teammates "were always told by [Coach] that you always go up and thank three people at a competition, regardless of how you do...and that's been noticed by a lot of people." Barry's coach believes it is important to show "respect in just the way you treat people who are giving up their time to put on these events." He also wants other teams to respect the team for their performance and behavior. Barry stated, "there's no one close to [the] team because [they] always have the most elite skiers for [the] conference anyway," but it is equally important for other teams to see what they do beyond races:

> ...we want to show them what they can achieve by having...by adopting a lot of things that we do as a team and we show that. We definitely show our team unity when we

> go to competitions and our respect for officials and that sort of thing. And so that shows that we can be nice people and be unified as a team and thank officials for volunteering to have this position.

Barry's team wants others to "see that [they] can be the best team and the best skiers and still have respect for people and for officials and for other teammates."

The focus involved in Barry's post-secondary sport experience includes "the mental skills of prepping before a race and visualizing what you're doing," but, more importantly, the "mental aspect was to be able to maintain focus when not competing" and "during the competitive season as a whole." Because Barry and his teammates were attending university and "don't get long hours of training," they had to focus for that hour or two so as to "get the most from [their] training." Similar to Kevin's team, focus and concentration on the sport is essential during practice time. This focus also applies to other parts of life, for in order to obtain maximum benefit from whatever one is doing, it is necessary to be serious and focused. Maintaining a "whole focus" is particularly important for being a successful skier:

> ...your life had to be focused towards your competition, your competition season...because everything can influence it, like your night life, your study habits, people you hang around with, everything has that sort of influence. And if you can maintain focus within all those aspects then it will give you that much more of a positive experience when competition starts.

For Barry, his teammates and coaches, it is necessary to be focused on skiing and be aware of the impact that other parts of life, such as school and social activities, can have on one's performance. However, the key is not to ignore or de-emphasize these things in order to prevent interference with skiing; rather, an athlete must concentrate on doing well, and 'not quit,' in other aspects of life. Through this philosophy, held by and communicated to him by his coaches, Barry has learned to focus on sport and other parts of his life in order to be a more successful skier and student, and experience happiness in life, generally.

Nicole

Like Barry, Nicole associates positive and negative experiences in sport with relationships with coaches. Her experiences in basketball have been positive, largely because she has had few conflicts with coaches. Nicole feels "getting along with coaches or being able to talk to each other or just be honest with each other...has a lot to do with" how athletes perceive their experiences. She thinks "if you have a hard time talking to the coach or if the coach doesn't talk to you very well, then that's going to affect how you see things."

Nicole believes that an athlete's self-image may be affected by interactions with a coach. She stated, "there's a lot of girls on our team who have very low self-esteem and that's probably just from conflicting values with the coach, or not getting the playing time, things like that." Nicole's self-confidence has been influenced by the coaches she has had at the post-secondary level, particularly during her second year of college. At this time, Nicole "didn't think that [she] was good enough to play at university," but her coach "just built [her] confidence so high and then [she] just knew that [she] could play at university." Nicole's confidence increased through this coach because he worked with her on an individual basis:

> He got me in the gym every day shooting and he would just rebound, rebound for me and he would talk to me about every aspect of my game and why I'm good enough. And he would have the confidence in me, which would give myself confidence. Like he would be, you know, 'You can take that last second shot, and you're good enough to shoot the ball every time you get it' and just things like that where I was like, 'Wow.' Maybe I am good enough.

Nicole's coach also gave her "a lot of feedback, consistently within practice, within the game, as soon as you come off, you're on the bench, he would talk to you."

Nicole's coach at university is quite different, for self-confidence is "something she thinks is individual," so she does not give the athletes a substantial amount of feedback. With this coach, "you come off the floor and you sit on the bench and you gotta think for yourself what you did right or what you did wrong 'cause you're not always going to get that [feedback]." Not receiving much information from the coach is "hard for a lot of people" because "they need to hear the feedback all the time." However, for Nicole, "it's

okay because [she doesn't] necessarily need the feedback from her." Nicole is "just lucky" because she is self-confident and "feel[s] good about [herself] whether [she] play[s] poorly or okay." As well, "maybe [she's] just better at reading to know what [she] did right or wrong." Nicole also has "a harder personality," as does her coach, so they may have similar views on the need for feedback. Finally, Nicole said, "if you're really wondering then you have to ask, and [the coach] doesn't have a problem with telling you, she's just not giving you feedback constantly." Some of Nicole's teammates "don't think they're being told as much as they should," but if they do "approach the coach, [she] should be honest with [them] and tell [them] everything that's going on." Nicole feels that honesty is an important part of coaches giving feedback and demonstrating respect for athletes.

In terms of coaches respecting athletes, Nicole believes this is shown "just in them helping us out." She feels "they're not always going to tell you all the positive things that you're doing, they're going to tell you the things you're doing wrong so you can improve," so "they're giving you respect because they want to make you a better player." Nicole thinks that, overall, she has been treated fairly by coaches, and if her teammates "say that they've been treated unfairly, it's an individual thing, maybe a conflict between the coaching staff and that player for some reason." She stated, "I don't see how anyone can say that they've been treated unfairly when they're on the team, they're getting their playing time."

Nicole identified one instance in which she felt she was treated unfairly by a coach, which occurred at some point in the past two years. She had an ankle injury "and it was bad and [she] sat out for a couple weekends" of league competition. Nicole "felt a lot of pressure to just get better right away and play the next day" because her coach "doesn't have a lot of sympathy for people with injuries...she's said something before like, 'I've sprained my ankle before and I was out playing the next night.'" This comment was hurtful to Nicole, for she said, "I guess that made me feel like crap because...I would [play] if I could, but I can't, it hurts and I can hardly walk on it." She "played the next weekend and [her] playing wasn't up to par" and she thinks she "went back too soon." Nicole "felt bad, [she] felt like [she] should be playing, even though [she] wasn't playing up to par."

Nicole thinks "sometimes, a lot of the respect coaches give players is two different things, on the court and off the court." On the court, she feels "the coaches give the players respect, but they have their own opinions of what people are doing off the court and sometimes they don't give people the respect of behaving well off the court." There are "some people they give more respect to than others off the court, the players that they know aren't going to be all stupid and stuff off the court." This was the case with one of Nicole's teammates:

> ...in her red shirt year, she was a partier and stuff and she went out all the time and our coach has always kind of maintained that opinion of her, even though she's totally gotten rid of it.

Because the coach continued to think this player was not behaving appropriately off the court, they "had conflicting values [because] the player didn't think she was getting the respect that she deserved." As well, the coach's "opinion of her on the court was different, she didn't find her as being responsible." Nicole's coach is "big on [the team's] behavior off the court;" therefore, she reacted strongly to this player's conduct.

Nicole's coach places an importance on off-court behavior largely because of the centrality of the team in her philosophy. She is concerned with "how [teammates] interact with one another" and encourages the players "to do things and create a bond...off the court because that will contribute to [their] behavior towards each other on the court." Nicole's coach is "really big on everyone believing and staying together as one, playing as a team...[and] working with each other." She also emphasizes loyalty, trust and "no backstabbing" among teammates, and wants to "make everyone out as equals" in order to "stay away from the rookie aspect." Furthermore, the coach "doesn't stress any individual over the other or getting the ball to this one person," and Nicole feels this has been a benefit to individual players and the team. Nicole thinks "coaches that want the ball in one person's hands" are acting in a manner "that's not very good for the team atmosphere, [and] the other players aren't going to feel all that hot about their playing when their only job out there is to give the ball to one player."

In regard to coaches, Nicole believes "you have to respect their decisions." She thinks "everyone believes in the system that [they're] given and the coach...just in her

strategies for the game and her opinions of who's starting and who's not," and members of the team "can't disagree with what she's doing." Like her coach, Nicole feels that the team is of prime importance "because if you're worried about what [the coach] is doing, that's more individual" and "it's not going to benefit the team." The coach wants the players to consider how "[they're] going to benefit the team more," and Nicole agrees:

> ...why aren't I starting, that's an individual thing, and that's not going to benefit the team unless you're thinking, well I'm being the sixth man for a reason and that's because I play well coming off the bench.

Nicole feels "a lot of people can disagree [with the coach] and if it's something that the person believes in strongly it can be approached...but if it's just a petty thing...it would be more harmful to bring some things up or get them out in the open." For Nicole, "the bottom line" is that her coach "is only doing everything in the best interest of the team." As well, "if you do disagree, you gotta go about it in a certain way, you have to go to the coach." Nicole believes "you can't talk to other players about it and get thoughts in their heads;" rather, it is necessary to talk directly to the coaches and "they'll probably let you know why and then maybe it will become clear." Once a player has approached a coach with a concern, communication is vital to "become clear" about each other's feelings and perception of what is happening.

When I asked Nicole about the team's philosophy, she initially said that it is created from "a total interaction" among coaches and players, but then stated that "firstly, it's coming from [the coach]." The philosophy of the team originates from Nicole's coach, and the players offer their suggestions:

> ...we'll say what we have to say and she tries to incorporate a lot. Like if a lot of us feel strongly about one idea or something that's going on, she'll try to incorporate it or take into consideration what we said...if all of us disagree with what she's saying, we'll speak up and she will try and do something about it.

Nicole feels "it has to go that way...the coach and the player can't have the same amount of input and say in the program." She believes "it has to be the coach's philosophy first and then people sharing their thoughts and feelings about it." Because the coach is "only going to do everything in the best interest" of the team, "you have to believe in what [she]

wants." Nicole and her teammates "were still allowed to believe...[they] had a little freedom...it's not like you do everything they say," but the coach had "a general overriding philosophy [and] that's probably what made it work."

The philosophy of Nicole's team is "forced almost, through the coaches." For example, "if you're not trusting someone then maybe there will be some kind of penalty." Nicole feels "maybe it's not a very good way of going about it," but also thinks "it works." She has "been on a team where the trust hasn't been there and it's mainly because [they] said at the beginning of the year, everyone's got to trust each other but really it wasn't enforced." The "coaches, they didn't follow up on it, they weren't trying to maintain it."

I asked Nicole how she would feel about a team philosophy that was formulated by a process involving the sharing of ideas of all team members, including the coach, but without it stemming from the coach. She said, "it depends on people's points of view, if you have differing points of view on philosophy, you're kind of gonna stand by your own." She feels "if all the teammates had equal say in it, too, and if you judges each other as equals, you're going to think your point is just as valid as the next." Nicole thinks "there's someone who has to have an overriding philosophy over all the others, otherwise, people will bump heads on the different points of view."

Kevin

Kevin's experience with coaches at a variety of levels has influenced his enjoyment of hockey. The coaches he has worked with have affected his style of play, beliefs about sport, and had an impact on his personal development.

Kevin "did really good from [his] younger years right up to midget" and was named Rookie of the Year after his first year of junior hockey. Then he "got into a fight [his] next year and [his] role in hockey totally changed." Kevin feels he "used to be a really good hockey player where [he] did score lots of goals and stuff, and that changed when [he] got bigger and got into [his] first fight." The coach "just put [him] into the fighting role and then [his] attitude totally changed."

Kevin believes he "got cheated by [being put] extremely into that role." He "really liked fighting but [he] didn't like to be told to fight and it got to the point where [he] was told not even to touch the puck [and]...[the coaches] would designate guys for [him] to

fight." Kevin feels he "lost six years of trying to improve [himself], which could have maybe made the difference for [him]." His coach in midget hockey "was really good, he put [Kevin] on power play, penalty kill," but things were different at the junior level:

> I thought I was getting the short end of the stick sometimes because [the coaches] wouldn't put me out in key situations because they thought I would...I don't know, I thought I was getting cheated because I didn't get to hone, to advance my other skills like scoring or whatever because I'd never been put out on the power play or in those situations to make myself better. It was basically just stay in shape and be ready to fight whenever you had to fight.

Kevin was often told to fight because his coach "just wanted to get a reputation of being a tough team and stuff." Kevin thinks his "coach was really bad" and resents being placed solely in the fighting role.

In one instance, "a guy went after [the team's] goalie the game before and [Kevin] was gonna give him a rough time that game, but [he] just didn't like being told." A week before the game, the coach offered the players the assignment of fighting this person, and Kevin was not interested, but some of his teammates were:

> ...they offered to and the day before the game, the coach came up to me and he said, 'A couple guys offered...but I don't want to make our team look bad, them getting beat. So...I want you to do it.'

Kevin felt he "had to do it...[and] that was the game [he] actually fought the one guy and [he] beat him up really bad and [he] felt really bad about it." He "called their team manager and got his phone number to apologize to him."

Another time, the rivalry team "brought a guy in from Saskatchewan who was supposed to be really tough" and the coach instructed Kevin to "go hit him and go fight him." Kevin "went out there and [he] hit him...[but] nothing really happened. So in between periods, the coach was just screaming at [Kevin], calling [him] a pussy and all that." Kevin's teammates were "pissed off at the coach" because they felt Kevin "shouldn't just go out there to fight." Kevin was put on the ice "with fifty-four seconds left, so [he] had to redeem [himself], so [he] dropped [his] gloves and [his] helmet and everything right at the bench and [he] just skated to where the guy was and then [they] fought and stuff." Kevin felt that "it made [him] look stupid," and at the end of the game he told his coach,

"'That's enough.'" During playoffs that year, he "got a lot more ice time, but [he] didn't fight or anything for [the coach] anymore."

Kevin did not enjoy being told to fight and felt shortchanged because he was not involved in other parts of the game. Thus, he "quit hockey for four years [and] got really chubby and everything" before deciding to attend a post-secondary institution, where playing hockey is slightly different. "There's not much fighting in college hockey, but if needed, if anybody's picking on [the] better players," Kevin will fight. He is "a role player, [he's] not the guy that's going to go out there and score you fifty goals, but [he's] the type of player that goes out there, if [his] team's down, if [he has] to, [he'll] fight." Kevin's role on the team extends beyond fighting; therefore, he enjoys college hockey much more than junior. As well, Kevin feels he is "not a dirty person at all," and he now fights to help his team, more than to please his coach.

Kevin's relationship with his college coach has changed and developed over the past three years. In his first year, the coach "was worried about who he had on the team and what stature they had," but Kevin was given "the chance to play and to make the team and [he] did." Kevin feels the coach provided him with an opportunity "by letting [him] stay on the team...but he didn't extend himself more." Their relationship "was alright, [they] would talk and stuff, but it was nothing too amazing." The "next year, it got to be a little better because [Kevin] was a second year on the team and [he] was a leader." He "came into the year and worked really hard" and, as a result, earned more of the coach's respect. The coach "was giving [Kevin] a little more ice time and stuff and [they'd] talk...[and] try to do little things just to get the team going."

After his second year, Kevin planned to quit hockey because of "some of the things [the coach] does that are really ridiculous, like playing people for some reasons and not playing them" for others. Kevin stated, "I can honestly say at the start of the year, I thought he was the worst person ever." However, Kevin "got an award which comes directly from the coach," and decided to continue with the team. He spoke with his coaches that summer and, "right at the start of the year, [he] just went into the room and [he] said, 'This is some of the things that we're gonna have to do to win because I was watching last year from the stands.'" The coach agreed, and because "he knew that

[Kevin] was working out hard...he put more responsibility on [him]." Throughout the year, he "started asking [Kevin] little things that he used to ask these other players" and "he would pull [Kevin] aside during practice[and] say, 'Well, why don't you try this.'" Kevin feels that his coach "realized that it's not the fifty goal scorers that you just need on this team, it's the other guys," and "that switch was good for him." Kevin "helped him do that" and the coach "helped [Kevin] with other aspects of [his] game, like knowing what to do [and] what [his] role was." Kevin and his coach shared ideas, recognized the value of each other's knowledge and beliefs, and earned one another's respect. As a result, they have "a really good relationship now."

The philosophy of Kevin's coaches is "if you work hard and you believe, you can achieve." They feel "if you work hard and you just give it your one-hundred ten percent every time that you're gonna get something out of it, but if you don't, if you know you've given your one-hundred ten percent, then that's something you can be proud of." Kevin's coach "is a really good motivator, he would put up little posters in the room, like...'If you want to leave your footprints in the sand, make sure to put on your work boots.'" The coach also believes that "one snowflake...achieves something, but a thousand of them can conquer a whole country." He feels "one guy out there can do some damage," but the team can accomplish more. These posters and "things like that motivated [the team]" and would "get people going."

The team philosophy "came from both" coaches and players. The coaches "put in things that they thought needed to be done for technical" aspects of the game, and the players offered "what [they] thought [they] should be able to commit." Kevin feels coaches can "say something, but they can't go out there and do it," so it is the players' "responsibility to carry out what [they] think is possible and what everybody thinks they can do." Coaches can provide leadership, influence and motivation, but the players have to decide what they can, and want to do, and then try to make this happen.

Kevin believes "you have to pick the right assistant coach just as much as you have to pick the right players." He feels he and his teammates benefited from their assistant coach and "it's gonna be good next year, too, because the assistant coach got the [head] coaching job at [Technical School]." Although the players had a conflict with their

assistant coach while in Switzerland over Christmas, Kevin believes that "it made [the players'] and [the] assistant coach's relationship stronger."

The players were in Switzerland "and [the] assistant coach was over there with [them], and [the] head coach hadn't come yet." After practice one night, the assistant coach established a two o'clock curfew, "which [the players] were all surprised by because he'd been out partying with [them] the three days before," and, if there was a practice the next day, it was "really late." As well, the players had "paid a lot of money to come over to Switzerland, [they'd] come over...to play hockey, but [they knew their] limits." They "were going to obey curfew," but "had a little bit of trouble with some of the rookies, and there was actually a fist fight the night before," so they "wanted to get everybody together" before leaving the bar. As a result, the players "were late [for] curfew by an hour" and the assistant coach "really laid into [them]." He said, "'You guys are the biggest disgrace I've seen,'" and "the next day he gave [them] a speech saying how [they] ruined his year and his Christmas, his trip, everything, and brought up a lot of animosity against the team." Consequently, many of the players "wouldn't even talk to [the] assistant coach and he wouldn't talk to [them]. It was almost like two kids having a little fight." In fact, "it almost came to the point where [the players] said, 'He goes or we go,' and it would have been fourteen people from the team that would have left."

The four captains missed curfew and "it's not a good example, [they] understand, [they] were in the wrong, but the way it was handled was" also wrong, Kevin feels. Upon returning from the trip, the captains "took it upon [themselves] to apologize to him because...[they] did disrespect him by not obeying his curfew." The assistant coach also "apologized to [them] for...saying some of the things he said to some of the people on the team." Kevin believes the players "gained a lot of respect for [Assistant Coach] because he let [them] go out lots and then when he took that away," they felt angry and betrayed. He realizes that they "were really wrong when [they] broke curfew," and the coach "lost respect for [them] because, yes, [they] broke his rule," but the players "lost respect for him by the way he handled it." In order "to gain [the coach's] respect back, [the players] knew that [they] had to work up to his expectations and he had to do things up to [their's], to be a man enough to forget about what happened."

CHAPTER FIVE - THE TEAM

The experience of 'the team' has shaped each individual's view of what it is to be a post-secondary athlete. The purpose or significance of the team, and the role each athlete plays within it, illustrate what the team means to these individuals. The team philosophies have influenced their beliefs and opinions of what is most important in sport, and team relations have had an impact on their enjoyment and understanding of being a team member. The athletes' notions of respect for teammates, opponents and other people has been affected by the team, and their definitions and experiences of success are largely a result of the teams' values and goals.

Team Philosophy

Barry

Barry indicated that what he values most about his experience as a post-secondary athlete is being part of a team. He said, "I've really enjoyed the team aspect of it...the team thing was probably the biggest thing for me." The team and its philosophy has provided Barry with a different perspective of his sport, improved his performance as a skier and increased his enjoyment of being a student-athlete.

Barry feels "the team aspect's a lot stronger at the college level" and "that experience has been really good for [him]." He has enjoyed being a team member, apart from "the competition side" of the sport, mostly because it has been a new experience for him:

> ...before we were a member of provincial teams, but you never meet, you're never with your teams, you never travel with your teams, that sort of thing. But here you get a sense of, it's more a sense of a unified team, you're always doing things together, you always travel together.

Barry "never had that before," and believes the team atmosphere at the university he attends is unique. He has friends who study and ski at universities in British Columbia, Ontario and Quebec, and their experiences are different:

> ...they're pretty much to themselves. There's three or four of them who have always been friends and they got an apartment together and they ski and they go to school, but

> it's not like here, it's not like it at all. They don't get the support from professors, they don't get the same. Like when they travel, they've got to get their own travel [and] accommodations. In a lot of places, it's not like a team, I guess it's sort of a team, but it's not like here. It's not like everybody, like twenty or thirty people, and everything's always planned and you have to do things together, you have to cook together and that sort of thing. It's not like that at all at other universities, I'm pretty sure.

When I asked Barry to tell me about the team philosophy, he responded with one word, the team name. The team and what it represents means a great deal to him. Being a team member involves a feeling of pride and accomplishment, as well as a certain attitude and code of behavior:

> Don't quit is basicaily everybody's philosophy. No matter how hard you're going, no matter how hard it is, no matter how much it hurts...if you break a pole, if you break a ski, whatever, [teammates and coaches] always want you to finish your race because you're representing our team, and so we always want to show that we're doing our best.

With Barry's team, "even if you come in last it doesn't matter, as long as you always finish the race you enter." However, if "your leg is broken, you don't keep going. Or if you're passing out or blacking out, you don't keep going if something's wrong." If it is "something serious and you're injured...then you don't race because it can harm you for the next race, so it's better to fix it and move on." Barry feels, "for mental reasons, especially, you don't quit races" because team members want to respect one another, and earn the respect of those beyond the team:

> ...if you're there and it hurts and you don't want to race and you're not having the best race of your life and you know it, then you don't just quit because that's selfish and that's not what the team is [about], you don't respect people when they're like that.

Barry and his teammates believe "if you're having a bad race...you just don't say, 'I'm quitting because I know I'm going to be third instead of first, or fourth,' you take your fourth, you take it and you go home and you work hard to improve." They utilize their "results and feelings to motivate [them] for the next race." Barry thinks "if you did [quit], you'd probably never really improve as much as you should."

To Barry, being a member of the team also means "being focused to a certain level

in every way." He believes "you haven't got to be a complete nerd and always study or always be training or always be socializing, you have to have a common balance or a constant balance between all the things that you're involved with in your life" in order to maintain a "consistent sort of lifestyle and living." The team philosophy emphasizes "working towards one ultimate goal, which would be your competition," but also stresses that "if you're a serious athlete...your skiing helps you in your academics, then the focus in skiing carries over, so it all correlates with each other and helps out in every way." When team members do not agree with the philosophy, "they either change over time or they just always remain the way they are...and they probably just don't compete for the team anymore." Those individuals "who just left the school...they all left after their first year because they just had a bad experience and it's not what they wanted. What they wanted was just coaching and racing and no other things in between, like the social aspect wasn't important to them." Some of Barry's "friends who left...just went somewhere else and skied or just stopped skiing altogether."

As a result of the team philosophy, Barry has learned that "you need to be self-motivated, probably in a high percentage in some situations, but you also need high team unity in high percentages in some situations." Barry believes "it works both ways and...you need both in equal quantities...but in different situations." As an athlete participating in an individual sport, Barry does not need other people, for he "can go out and train by [himself]." He thinks "you can't be a good skier if you don't have any drive in yourself...you can't be an elite skier by relying solely on a team to motivate you to go out and train." On the other hand, "in skiing you need a team to...keep you happy or contented in the sport." Barry believes "you can say I don't need other people, I need myself and that's what I need to be elite. But, when you really look at it as a whole picture, you need" both the team and self to have a successful and enjoyable experience. Barry has come to realize that "there is both [team and individual aspects] in this sort of sport."

Nicole

Nicole's team experiences at college and university have had a considerable impact on her opinion of what it means to be part of a team. She values trust and respect in team relations, but has found it somewhat difficult to develop and maintain these qualities amongst teammates. The team plays an important role in her enjoyment of basketball, and the success of the team is her focus for the coming final year of her post-secondary career.

The beliefs and values of Nicole's team include "trusting your teammates," and "the dedication and the work ethic that has to be accomplished every practice, every game." Commitment is important to the team, and "respect was actually probably one of the biggest ones." Nicole feels the team philosophy consists of "a lot of cliches," but "they're all true...they're good ones. There's validity to them," so she does not "really have a problem with saying that they're cliches." During her first two years of post-secondary basketball, Nicole "had [her] doubts, but [she's] learned through the years that you can't" question the team philosophy. "You have to totally believe in the system and what you're doing in order to accomplish anything." She feels some of her teammates "would have their doubts, but not say it." Yet, "there was more that did [believe], whether they wanted to or not," and "when some people believe in something so much...it affects how other people feel." For those that did not believe in the team philosophy, "it was almost like they'd be forced to after a little while," and, eventually, come to realize that "it's true or it's going to work." Nicole thinks "even if there was only one or two that did [believe] in the beginning, it's gonna carry over to affect more people."

The team philosophy was "enforced throughout the year," unlike previous years that Nicole has been a member of the team. At the team retreat early in the season, they discussed "team goals, long term, short term, [and] individual [goals]." The team "talked about beliefs, [their] past beliefs [and] the beliefs [the coach] wants [them] to partake [themselves] in with this team." They also spoke about "the mental aspects, mentally tough and how to be that way." After the retreat, the team had "a lot of follow-up meetings...just [as] a reminder [because] people forget." They "try to keep it ongoing just so people don't forget." "On the road, [they] would have meetings and stuff that weren't too time consuming so they weren't boring people." The team addressed "things that are going on

and what's working well and if it's not, why it's not, and playing together and believing in each other was a lot of it on the road."

'The system' that Nicole identified in our first conversation involves the coach's "strategies for the game and her opinion of who's starting and who's not," as well as "a lot of the team" beliefs. It includes occurrences "on the court, but the system is off the court, too, with [the] team and how you interact with each other, not only at school but on your own time, or doing things with a few of the other players." In addition, "maintaining trust and friendships and getting on each other for maybe not believing in it or not doing your job living up to it or not working hard...all contributes to the system."

In Nicole's opinion, it is vital that the players believe in, rather than buy into, the system. She thinks "it's more so believing...if you're just buying into it, you're just going through the motions." For Nicole, "when people say they bought into it, that doesn't tell [her] that they were believing in it, but that they would do as they were told and that they were going through the motions and stuff," and she feels "you're not going to get as far that way." This year, one of her teammates was "someone who [Nicole] would have thought really believed in where [the team] could go," for "she's a first year and...she's all gung ho and she's very positive." This player "went to Nationals...and [when] she came back...she was like, 'Now I know that we can really get there,'" which indicated to Nicole that "before she was just buying into it." Now, Nicole knows this player "totally believes in where [the team] could go, but during the year...maybe she was just saying it but not believing it." "Once she saw it," this player began to believe that the team was capable of participating in the National Championships.

Kevin

The team is central to Kevin's experience as a post-secondary athlete. The role he plays within the team is of great importance to him and he values the friendships he has developed with his teammates. Kevin feels the connection amongst teammates was a crucial factor in the team's success, and the bond he shares with his teammates has strengthened as a result of the team's victories. The experiences Kevin has had this year have been more enjoyable because of his teammates, and he will remember these events fondly:

> ...going to Switzerland because I was basically with twenty-five of [my] best friends, winning Nationals because [I was] with twenty-five guys and [we] knew that [we'd] worked together. Just the little things that happen [with the team]...just stood out during the year.

After describing when the team broke curfew in Switzerland, Kevin said, "the reason why I'm telling this is because it brought the team so much closer together." He thought it "was really good [that the team] stuck together, [they] didn't break [their] team pact which was...if one disagrees, everybody disagrees, it's in [the] best of the team's interest." "One of the pacts on the team was [they] trust one another" and "the reason why [they] broke curfew is because...when one guy left the bar...it was everybody or none, not two at a time, three at a time, it was all of [them]." The team "didn't break [their] players' oath...and it actually worked out okay."

The [Team Name] Oath was formed after the players "put [their] heads together and said, 'This is what everybody's capable of doing.'" One of the players wrote a poem from these ideas "and if you sign that, then you do basically what the team asks you to do." The oath "outlines [the] system in a way, what [they] wanted to achieve and how [they] were going to have to achieve, and what [they'd] have to do to achieve those [goals]." To Kevin, the oath describes "buying into the system," and "was just a different way of putting it across." He and the other team captains wanted their teammates "to take it seriously, [so] it was like a contract. If you sign a contract and then you try to [break it], you get in lots of trouble, so that's basically what it was like." This system, or team philosophy, indicates "when you put on the [Technical School Team Name] seal, be proud to put that on because you've accomplished something to make the team, [but] don't be satisfied with just making the team. Be proud every time you put on the jersey and go out there and play like you're proud." "The poem says...you should be proud to be where you are and [of] what you've achieved, but you can probably get more if you believe [you can]." The players' oath "sums up everything that [they] wanted to do," including "how everybody would go to the wall for each other, [they] got one goal in mind and that's to win a National Championship [and] just everything that the team was about."

Although the team philosophy emphasizes performance and commitment on the ice, it also includes some requirements for off the ice behavior. At the start of the year, the

team did not have many rules or expectations regarding what they did away from hockey because they were "happy to all be together and [they] were partying and stuff." Kevin "would always like to go out and [he] would like to have a good time, and then [he] realized [he] can't drink one night and then two nights down the road think [he's] going to be in perfect condition because [he's] not." So the team "set some rules like don't drink...[and] you don't need to stay up till all hours of the night, why not be in [and] just get some extra rest." Kevin explained the reasoning behind the drinking regulation:

> ...just think about what we're gonna get if you give [it] up, you got all summer to booze it up and just think, it will be better boozin' when you got...the ring. When you got that ring on your finger, you could order a drink, you just have to tap your ring against it and the bartender will come.

It is Kevin's opinion that "if you don't believe in yourself then you're not gonna do nothing, but in order to achieve what you believe in, you have to do something [and] keep on doing it that way, because if you keep switching, you're never gonna learn that one thing to get you to where you want to go." Furthermore, "if you don't have a goal to believe in, you're just chasing air, you have to have something to set your goal to." Kevin thinks those individuals who did not agree with the team philosophy at the beginning of the year "just watched [others] do it and then they started to believe and then they started to commit themselves to the system." He feels, "probably at the start, not everybody wanted to buy into it because it's tough making changes, but [the captains] made it a point, if you want to be on this team, you have to buy into [the] system, because if you do, you will get something that you've probably always wanted to do." Kevin thinks "the biggest thing was when [the team] started coming back [in the A.C.A.C. Finals], when [they] won [their] first game." Eventually, "it came to be, 'They can't beat us,' [and] they just totally believed in themselves and they knew what it took." Referring to some of his teammates, Kevin said, "I don't think they realized that's what it took, but then when you start seeing success, it makes you believe more." He feels "when [the team] did everything [they] could to win, [they] were just incredible."

This year's team philosophy was a new experience for Kevin. In his first year, there was "kinda no team philosophy," while at the start of his second year, "[they] made a team philosophy that you're either in or you're out. And the team was really close last

year," Kevin said, "but when it came down to a crunch, there was a couple guys that didn't buy into [the] team philosophy right at the end...some guys were rebelling against the coach and stuff." Of the "twenty-six guys on the team, three of them didn't buy into it." Kevin feels "even if you have twenty-seven guys, [and] you have twenty-six pulling this way, [and] one guy's going the other direction, one day he's going to pull that direction at the wrong time and it's going to be over." He "didn't want to look back this year and go, 'Remember the time we were playing...and we could have won in overtime?'" As a result, this year, Kevin and his fellow captains "took it upon [themselves] that if there's anybody going to be like that, [they] will kick them off the team." They "were either saying, 'Leave or change your attitude.'" Kevin "got in the best shape that [he's] ever been in...[and] just said, 'I don't want to lose this year and I'm not going to let anybody screw it up.'"

There were "a couple guys that should have made the team that were really good hockey players, but...[the captains] packed their bags and [they] threw them out and [they] said, 'We've cut you, go talk to the coach and he'll explain to you exactly why.'" The captains "did have the power to say to the coach, 'We want him off the team'" and would "tell the coach, 'He won't benefit us.' And it's not like [they] were overseeing the coach or anything, it was just [that they] came fifteen minutes from winning [the previous year] and [they] know what it takes this year."

Some players "were told [to] change or leave" and "they stayed." Kevin thinks "it's embarrassing for somebody to say, 'Well, I'm gonna leave because my attitude's bad'...so they changed." He feels "it helped them all [and] made them better" because they adopted the team philosophy. For example, "the guy that won M.V.P. of the playoffs...said, 'I want to win,' and he did." As well, the captain of the team in Kevin's first year called "and he wanted to come back at Christmas time." However, "at that time [in Kevin's] first year, he was one of the main reasons why [the team] lost, because he wanted to run everything, and [they] were very leery about letting him come back." The captains met with this player and "said, 'This is what some of the guys think'...and he was like, 'I want to win and whatever it takes.'" As well, the "leading scorer from the year before, he was one of the bad apples, and he wanted to come back." So the captains "told

him and he bought into the system...he was like, 'I want to win and I'll do whatever it takes and I'm with you guys.'" Kevin stated, "That's basically what happened and that's why we won."

Team Relations

Barry

Barry's teammates "at school...aren't all elite skiers and there's...tons of different levels of skiers, there's totally beginners, there's really elite, there's middle of the road and that sort of thing." Many of his friends who have gone elsewhere to ski "don't really understand the way [Barry's team] operate[s] hardly at all, because [they] associate with...the people who aren't great skiers, just beginner skiers, [they're] all one." These friends ask him, "'What are you on this team for if these guys are just that good?'" but Barry feels the team structure has "benefited [him] and a lot of other people, so it can't be wrong." He believes "there's always a good mixture of people there."

With "all these people involved in [the] team, [they] see different goals being met all the time." "There's such a variety of skiers that there's always a sense of accomplishment and a sense of working together so that everybody can achieve their own personal goals." Furthermore, Barry and his teammates are "not totally competitive with one another," and "they don't need to use each other to make themselves that much better." Consequently, the "team is a lot stronger...than a lot of other elite teams are, because a lot of skiers at the elite level don't get along at all because they're so competitive with one another." Barry feels this competitiveness "probably brings them down instead of making it better."

On Barry's team, they "do have skiers there who are at the same level...half a dozen people...[they] call elite skiers." Barry feels "all the groups" within the team have "their own sort of bonding" because they ski together during training. For instance, "the slower people go with their people and [they] end up bonding together more than [they] would with" the faster skiers. Barry usually skis "with three or four of the same guys" and they "can be best friends...but still be really competitive." Training together "does create a competitive side to the sport," which "brings out negative aspects," at times, "but it's usually in a good way because [they] know where [they're] at." Barry knows that he is

"better than so-and-so or [that person] knows that he's better than [Barry]...and it's not really competitive between [them] because [they] know [their] levels." Because "there's not a huge group...or [they're] not really, really close to one another, before [they] go into a race, [they] can usually tell." Barry and the other top skiers on the team "know who should be where and if there's a surprise or something like that, then it's...because someone's goofed up, that's usually what happens." Barry feels being at the same level as some of his teammates "doesn't really create much competition," and the competition that does exist is used "not [in] a bad way, but in a positive way."

When Barry races against his teammates, "it's probably more individual" than in a practice setting:

> ...it's not a team sport suddenly, you're all your own people, you have to focus on yourself, there's no team unity, all you think about is yourself skiing and who you have to beat and skiers ahead of you and that's it, it's all you look at.

He feels "it doesn't really create a negative sort of feeling, like 'I don't like that guy anymore' or 'I just want to beat that guy so bad,'" and "it's not a negative thing at all...for a team." It is his opinion that "once you get on the race course, you're enemies...because you're out there competing against everybody, regardless of what team you're on." However, when Barry encounters a teammate on the race course, they talk to each other and "it's support talking, like 'How are you doing, come on, let's keep going, let's work together here' and 'Let's use this as long as we can so we can be that much further ahead of everybody else.'" He stated, "when you're with a teammate, definitely you encourage one another, regardless of if you want to beat him that badly, you still encourage because you don't want to create those negative sort of feelings within a team." The well-being of the team is more important than finishing ahead of a fellow team member.

Nicole

Nicole feels "it's a big difference playing university from college. It's a change in the system, in the game especially," for it is "harder" and "quicker." As well, "the organization is different, it's a lot more loyal to your teammates and to your coaches." At college, Nicole's teammates "didn't have much trust or loyalty to each other," "it wasn't as

much of a team atmosphere and it just didn't seem like [they] worked together all that much." Nicole thinks the lack of trust may be due to maturity, for "a lot of people on [the] team were very immature and didn't deal with situations very well." It has also been her experience that "people usually only stay at college for a couple years, [so] maybe it's more just of a...partying kind of place." Nicole feels "because a lot of people at college are...going to plan on going to university...maybe it's just in between for them, [and they're] not taking it seriously." Her teammates at college were "taking it seriously maybe school wise, but basketball wise," Nicole is unsure.

Nicole believes team relations "didn't affect [her] as much because [she] did move in college year after year, but this is [her] second year in the program" at university, and she has found that team friendship "develops more." In addition, "there's more older players on a university team than maybe there are at college," so, overall, the maturity level is higher. Nicole values the friendships she has formed while playing at university and believes the team interaction has helped offset the disappointment of a losing record. She said, "if it was so frustrating, I probably wouldn't still be here." "Just being part of the team" helps motivate Nicole to continue playing.

In terms of becoming part of the team, the transition from college to university "was fairly easy" for Nicole. She feels, "with [her] personality, [she] would tend to fit in" because "[she's] not too quiet but [she's] not too loud. It's more just the style of play that was a big change" for Nicole. In addition, she thinks "it's individual...how everyone adapts to every situation...it just depends on how you adapt to it and adapt to different people and adapt to the coaches." When Nicole joined the university team, she "was still older than a lot of" the members of the team, and felt confident in her talent and leadership skills. She believes she "might maybe have felt inferior which may have dropped [her] confidence...if [she] came in a younger player." Also, "if [she] had come into a system where there was a division [between older and younger players], then [she] probably would have felt scared." Nicole feels "when there's a broader range of ages within the team, you don't develop those close friendships." This is not the case with her university team because "they keep losing players, and the first years keep coming in and...there hasn't been a core team in a while. It's all first, second and third [year players], there's

only two fourth years on [the] team."

Nicole thinks "no matter what system you play in...the more years you have behind you, you're just more mature in how you handle yourself." She believes "you can really learn a lot from the fifth year players, just from their leadership," but emphasizing seniority on a team can also be a disadvantage. For example, the year before Nicole joined the team, "it wasn't a very good year team wise, it was quite destructive and [there were] too many groups within the team. There was the older players and the younger players, and the older players just completely scared the younger players." As a result, Nicole's coach "really preaches about not having that" kind of a team. In Nicole's opinion, "if people don't accept each other as equals, like 'I'm a fifth year player and you're a rookie, so you have to do everything that I tell you,' that's a disadvantage." She also thinks "that if you have a fifth year player and all the first year players are scared of her, there's not much of a trust relationship going on there. You have to be more equals to trust each other."

Nicole said, "if everyone does like each other and gets along and the team atmosphere and cohesiveness is better, then...it's easier to trust" one another. She sees equality, friendship and trust as being connected. Nicole feels trust is developed "through the coaches and usually there's a couple players more than others who look out for it, maybe the captains, or the ones that are really aware and wanting everyone to have the trust." "A lot of times [they] would have meetings just as a team, without the coaches." When problems arise with certain players, "either they'll be approached within the team and not even reach contact with the coaches, but if the coach senses something, she'll bring it up. But most often it's within the team." "More personal" situations are dealt with amongst the players, "usually not...a total team problem, it's personal things or personal egos or one on one conflicts." For instance, "sometimes there's post-guard conflicts, or the posts aren't getting the ball, or just stupid things" affect team relations and performance. Consequently, the players "would have a meeting and get it out and then the next night it would be a whole new night, the atmosphere [would be different]." Nicole said, "within the posts and stuff there was a lot of conflicts, [such as] 'She's not setting a screen and she's not moving,' and the other person's totally oblivious to the situation or what's going on." Often, players would "just have to be approached" in order to clarify

perceptions and resolve conflicts. "Then, if [a problem] cannot be resolved...the captains will go to the coach and discuss it with the coach and see what could be done." In dealing with conflict, Nicole believes "you have to go to the source, whatever you disagree with, if it's someone on the team, then you have to go to them, if it's something that you disagree with, with what the coach is doing, you go to them."

Nicole "play[s] a pretty big role" in creating trust among teammates, "probably because [she hasn't] been involved in any conflicts, really, on the team...and because [she is] friends with all of them." When there "are incidences where people would say something...behind someone's back or whatever," Nicole will "say something to the person and then it makes them aware, whether they just forget, that that's something they shouldn't be doing." "I can say things," Nicole stated, "because I think a lot of people trust me because I haven't been involved in anything and I've given people the respect, I haven't gone behind their back or things like that."

Nicole feels the notion that players 'pay their dues' in their first couple years on a team and then play more in their senior years does not apply to her team. She believes "everyone's working as hard as they can no matter what year that they're in," but there is an increased desire to achieve in the latter years:

> I think your confidence goes up every year that you have behind you, and when you reach your fourth and fifth year, that's when you're saying, 'I'm getting to the end so I really want to do everything that I can,' and I don't think you're as rushed to do that in your first, second and third year. So maybe that's why it's considered that you really come out in your fourth and fifth years, more individually, because you know that you're coming to the end.

Because Nicole is entering her fifth year of eligibility, she is "trying to develop more of a leadership role and [she] want[s] to hit every shot that [she] take[s] now." In previous years, she "[doesn't] think [she] worried all that much about when [she] didn't hit that shot" because she was "just going through the motions, playing with the team, not too worried about [her] individual game."

Kevin

At the beginning of this season, Kevin "did really good and [he] was the leading scorer on the team in preseason and...[he] was just so excited." During an exhibition game versus an Austrian College Select Team, Kevin "got put on the fourth line and [he] thought [he] deserved better than being put on the fourth line because [he'd] been playing so good in preseason." He "thought [he'd] worked hard enough...[he'd] paid [his] dues and [he] deserved a chance to maybe do some other things." "So I decided that I wouldn't say a word on the bench or in the dressing room," Kevin explained, "I'd just go out there and try to hurt people and hit them and just score, and actually I scored a hat trick that game." The team was "told not to hit these guys," but Kevin "hit a lot of them really hard." He "never said a word" and his teammates began "asking the coaches, 'What's the matter with [Kevin]? Why isn't he saying anything?'"

The team "actually beat them...[and] won the tournament, [but] everybody wasn't even happy because [Kevin] wasn't saying anything." Kevin "talked to the coaches about it [and he said], 'I think I deserve better.'" Some of Kevin's teammates "were agreeing with [him] saying [he] should be getting a little recognition because [he has] been there for three years." He "almost thought about even quitting and [his teammates] were just like, 'Well, if you quit, I quit.'" Kevin feels "[he'd] forgotten what had gotten [him] to the point that [he is] now, so you should never forget what got you there." He "just realized what [his] role was and how much [he] brought the team down and how much [he] did mean to the team."

"The team comes before me," Kevin said, "I'll do anything for the team." He is "known to be the guy on the bench who's always talking, who'll do things for another guy." For instance, he cut articles about the team out of the newspaper and would "paste them on the board" of the team room. The team had a party before the school's year-end banquet, and Kevin created "awards where everybody got a beer for doing something stupid out of the year." He also "got the team club cards at most of the bars in the city so that they didn't have to wait in line or they didn't have to spend extra money to go there, to get in." Kevin "held little rookie parties or whatever [and] if guys needed to stay at [his] house it was no problem. [He'd] give them [his] keys or [his] car or whatever and they

could use it during the day while [Kevin] was at school." He would "go help people if they're feeling down...like if somebody broke up with his girlfriend or something, they would always call [Kevin] or come over, or [he'd] go over to their house." As well, Kevin "knew the guy really well at the [Technical School] food store...so he would always give [Kevin] two flats of pop and some chocolate bars and chips...[and] bring them up [to the rink] at the end of the night." Kevin would surprise his teammates with the food after some practices to let them know their efforts were appreciated:

> ...we had optional practice and if you wanted to be there...the guys wanted to come and do the extra work, [so] I would just have little extra things for them at the end of the night, like pop or whatever...If you were there willing to do the work, but you didn't have to be, you got a little [more], just so they know that their work wasn't going unnoticed.

Kevin said he does many 'little things' for the team, "I guess things that I wish people...would have done for me." He "would sacrifice just to see somebody else be happy for a bit." Doing something "just to make [himself] happy wouldn't be [enough]."

During the A.C.A.C. Finals, "it was the second game and [the team was] leading and [the] goalie let in a really bad goal." Kevin received a phone call from the goalie "at four o'clock in the morning. He was like, '[Kevin], I don't even know what to do.' [Kevin] was just like, 'Well, we got three more games to beat these guys...just promise me that you won't do it again.'" The goalie "was really down...he'd been drinking, as soon as he got home he just started drinking." Kevin "talked to him for about an hour on the phone and the next day he just played incredible." "Things like that really make me happy," Kevin stated, "that people respect me when I talk."

"Not too many hockey teams have a guy on their team that just chatters on the bench about nothing," but this is one of Kevin's roles. He feels he "can do that, just to get the guys going." If the team was "losing...[he'd] be just keeping them going and keeping the bench up, giving everybody a slap on the ass when they come in." Also, "in the dressing room, [Kevin] always [has] little sayings and everybody would be like, 'Shh, [he's] gonna say something.'" As an assistant captain, Kevin "knew exactly what [his] role was, [which] was to go out there, to be a physical presence and lead by example." He believes "you can talk all you want, but if you don't walk the walk, then don't talk the

talk...if you don't go out there and show them then [it's pointless]." "I go out there, I hit lots and I do score the odd goal once in a while," Kevin said. He's also "a chatterbox" on the ice and "people on other teams, they know when [he's] playing because they hate [him]." With some teams, Kevin "would go up to their bench and [he] would blow kisses to a guy or something like that and...their coach...would try to send guys after [him] just to fight [him] to get [him] out of the game." He feels "a lot of guys just didn't like [him] because [he'd] chatter." Kevin "knew that was [his] role and [he] think[s] [he] carried it out very, very good this year...a lot of people said [he] was the difference, so it was good to hear that."

Kevin stated, "There's a guy on our team who refers to our hockey team as a family and basically that's what it is," mostly because of "the kind of guys that were there." Kevin views his teammates as family members, for he "went through some of [his] lowest parts of [his] life or career with these guys, all the way to the best moment of [his] life." He also "spent [his] birthday with them in Switzerland...[and] they bought [him] a little cake." Kevin celebrated Christmas and New Year's Eve with his teammates and "they were [his] family" during those times.

He feels "the connection that the team made" during the Switzerland trip was more valuable than the travel because "actually, [they] didn't do a lot of sightseeing." Kevin feels lucky that he "went on a trip with twenty-five of [his] best friends," for he does not "think anybody can ever say [that]." "It's usually, 'I went on a trip with two of my friends.'" "It was just being away from everything and being away from my family for Christmas," said Kevin, "that was the first time ever." In addition, "it was the first time [he'd] ever flown." Kevin feels fortunate that he "got to just share all those things with people." He will "just flip through [his photo] book once a week...and there's just so many memories and stuff."

Kevin believes "the Europe trip was really, really helpful because everybody stuck together...[and] everybody made the effort to be closer, just to win." He "was with twenty, almost twenty-five, twenty-six of [his] best friends and it was just [them], [they] had no distractions. Not meaning that "girlfriends are distractions, but some guys [say], 'Oh, I can't go out,' but it was none of that" in Switzerland. Throughout their stay, the

team "did everything together, [they] lived together for however amount of days, and it was just really good." Kevin thinks "that's why [they] won, because [the trip] was such a building [process]."

Kevin thinks the coach has "got to be a very good character reader because [they] cut a lot of guys that would probably help [the team] out on the scoreboard, but in the dressing room might tear [them] apart." He feels "you gotta just be able to pick the right kind of guys, that's basically what it boils [down to], and just to make sure that there's gonna be one goal." Kevin believes "you can have all the best hockey players in the world, but unless you got the other key guys to do it, you have nothing." This year, the team "had [their] goal scorers, [they] had [their] hitters, [they] just had everybody on the team and it was just a perfect mixture," and "everybody just bonded together." Kevin feels "[they] could have had so many good hockey players come to play but it wouldn't have helped [them] be better."

If the team was composed of different people who were not as close, Kevin feels the season "would have been a personal success, which is really good, but it just doesn't mean the same." He said, "It just comes down [to] what good is something if you can't celebrate it with other people" and "if you can't celebrate with other people...it's just not the same." Kevin's "whole experience of the win" was more positive and enjoyable because of the team:

> ...it's always better to experience something with somebody because you don't feel so alone, you just feel like you got someone always there, so it's just like climbing a big hill, if you slip, that guy's gonna grab you, he'll pull you back to where you were and vice versa.

Kevin shares a special bond with his teammates that is very meaningful to him. "[They] just do a lot of things together and [they] plan on sticking together." Kevin thinks the team is "just so different...[for] everybody's got a nickname and everything, and [because of] the little things [they] do that [they] find so funny...little things...that mean nothing to other people," but are important to the team. For instance, "when [they] went to Switzerland, whenever [they] went on a plane to go somewhere...[they] would always leave a message with the pilot and he would announce it over the p.a. and it would be just the hockey team that would know what it was about." The team also had Lucy:

> She's this playboy picture...she's not naked or nothing, she's wearing a bikini, but we covered her up with eight pieces of paper like Major League...[and] every game that you win, you peel a strip off. And we had our little saying on there and we'd peel a strip off.

In addition, "one of the big sayings on [the] team is Ned, [they] call everybody Ned, 'Hey Ned.' People don't know what's so funny about that," but it was significant to the players. After winning Nationals, the team "all went out" to get tattoos, and Kevin is often questioned by others about this action. His to reply these people is, "And for you, I don't really care, because it means something to me."

Kevin believes he "could just call up any one of the guys on the team and say, 'I need a ride or fifty bucks' and they would do their best to give" him a hand. Kevin feels he "will be talking to some of [his teammates] even in ten years [and]...if [he] ever get[s] married, [he] know[s] a lot of the guys will be invited and ...one of them will be [his] best man." Also, he and a teammate "are making a point of" keeping in touch this summer. Last year, they "were really good friends and...[they] didn't keep in touch over the summer," and Kevin regrets their lack of communication. He feels "it's not like you're making an effort to do it, it's just...[that] they're thinking about you and you're thinking about them...it's just routine." Furthermore, Kevin and a few of his teammates are "really worried about or thinking about next year," even though they are "not even gonna play at [Technical School]." They are concerned about "how the team's gonna be, are they gonna be able to control these guys...or are they gonna be able to pick the right guys." Kevin feels the players from this year's team who are returning to school are "such a good bunch of guys," and he does not "want to see them getting the short end of the stick." He is pleased that the assistant coach will be the head coach next year "because some of the guys that are like [him]...might not get the same fair shake...if a new [coach] came in, and a new system." Kevin "was really happy about that [because he] just care[s] about them."

Respect

Barry

For Barry and his teammates, respecting one another means "you treat the person as if they are you and as you want to be treated." They "don't stab each other in the back [or]...talk behind each other's backs, [they] respect each other for what they are." For instance, "if they are a slow skier or if they're not the most physically fit...you don't get on their case about that." Barry feels "when you're having respect for teammates, you want the respect to be really positive for them [and] you don't want your respect to be too high and them to feel down because they don't think they lived up to what you think they are." Teammates "have a courtesy, a common respect, a humane sort of respect" for one another "in every way, basically, and especially during the competitive season."

Because Barry and his teammates "have respect for each other totally," they "can be best friends...but still be really competitive." "As soon as [they] cross the finish line, normally [they're] all friends again...[they] come across, good race, [they're] all patting each other." If Barry's teammates beat him in a race, he will "get mad at them, but [will] still respect them." Barry has "never had a lack of respect [for teammates]. It's just those feelings of disappointment that sometimes reflect over to [his] post-race state."

During competition, the respect Barry and his teammates have for each other is similar to the respect they have for members of other teams. He believes "most people don't go out and say, 'I'm just out here skiing and it's fun and I'm racing and it doesn't matter,' [they're] just saying, 'I gotta beat this next guy.'" When Barry sees "people it's more of a mental [and individual] thing" and he tells himself, "'I have to ski better than this guy ahead of me,'" but "once [they] cross the finish line and [the] race is over, all those racing images...just leave [his] mind and [he] wouldn't be able to tell who it was who was ahead of [him] anyway."

It is always Barry's goal to pass the person in front of him, for, depending on the type of race start, he may not be aware of his placing at the time. "In mass start races, when everybody starts at the same time...you know where everybody is [and] when you start, the person in front is winning." However, with "individual starts, where you start in

thirty second intervals...you don't know who's ahead." When Barry gets close to another skier, he aims to pass, but the two usually draft off each other for a while. "The person who is leading works their hardest," while the person behind is "drafting off of him...[and] using seven percent less energy to ski." Barry said, "you kind of have to be fair to one another and it's just out of courtesy for the sport, I take my two kilometre turn, [and] he skis for probably two kilometres." Barry feels "using each other in that way...it's not a negative way," and either skier can break away from the other at any time. Sometimes Barry is "a little bit of a jerk...because [he] usually [tries] to stay behind more than [he] should and [he] usually push[es] the guy to his limit before [he] take[s] the lead." As well, if Barry 'calls track' on another skier and that person refuses to let him pass, "then [the other skier's] in the fault, so [Barry] can poke him with [his] pole or [he] can swear at him" or "just tell him right off." This racing etiquette is "generally respected throughout everywhere, but sometimes you get the odd guys who don't want to accept that they're being passed...or they want to slow you down a little, so they won't move for you." In some races, Barry feels he has "been a little bit non sportsmanlike, but that's the competitive side of things coming out."

Barry drafts "with whoever is in front of [him], whoever's skiing with [him and he] may not even know the guy, but [they] end up talking to one another and trying to stay comfortable and not tense." Barry does not often talk to an opponent, but he may "say, 'It's your turn to lead' or...nod to him and...ask him how he's feeling or something like that." Also, "sometimes it's a psychological factor, like if you can talk and the guy in front of you is breathing so heavy and you're just talking to him...that can maybe psyche him out even." It might be "trash talk...saying, 'How are you feeling' sarcastically or something, and 'I'm feeling pretty good' and that's it." Barry feels that talking "could be used as a tactic, too, but rarely" is this the case for him:

> I usually don't use [talking] to gain an advantage psychologically. I usually talk, sometimes to see how he is doing, just for my own personal self, which I guess in turn would either boost my self-esteem or lower it or make me feel better or worse in my racing. So I usually use his response for my own sort of mental image.

The main reason Barry talks to an opponent is "to know where [they] are in relation to each

other [and] if he's gonna break...or if he's not." Barry talks to find out information about his opponent and gauge his own physical and mental state.

Barry believes he and his teammates are respected by others outside the sport of skiing because they are members of a team:

> ...people see our team, like my friends or [my] dorm or people at school see [me] as a skier, or you as a basketball player, and they have already a certain amount of respect for you, because [of] your team's philosophy, your team's influence, what you are a part of, and you gain respect by that. The people around you gain respect because I'm a part of the ski team or part of the basketball team or what not.

He feels "some people look at individuals and say, 'Okay...I respect this guy, this guy's a great basketball player, he's great,' but nobody knows what his personal life is like." Barry thinks athletes should be respected for their skill, but also feels it is important to earn the respect of others beyond one's talent and performance in sport. He believes "people probably respect [members of the ski team] for all different things," but hopes they are respected by others for their team philosophy, particularly their ability to succeed in sport and school, while having friends and a social life.

Nicole

Respect is very important to Nicole and her teammates. In regard to respect for opponents, "one of [their] cliches or whatever that would be [in their] team room is to 'Respect all, fear none.'" "So every time we come up against a team," Nicole explained, "we have to give them the respect of what they are capable of doing, but at the same time, we can't fear what they are capable of doing." In reference to opponents, Nicole said, "I don't consider them an enemy, but you can't necessarily like them when you're on the court." She has "played teams where [her] best friends have played on the team and [she] can't look at them like they're [her] best friend and not take it hard to them every time." Nicole believes "it's not really about not liking someone, but you just gotta...go as hard as you can." She feels "you have to give that person the benefit of the doubt, you have to respect their abilities and what they can do, but you can't be scared of them, you have to think that you're one step above them." For Nicole, competition is about challenging herself and her opponent:

> Because if I'm challenging myself...taking it hard to them every time or trying to play as tough of defence and stealing the ball or whatever, but by me doing that, that's challenging, if I'm trying to steal the ball every time [from] the person that has it in their hands, I guess it's a challenge for them, too. [They] keep the ball away and score on me...when you're challenging yourself as hard as you can, you're making the other person [work hard], you're challenging them, too.

Respect among teammates comes "just from being equals... [and] that contributes to the fairness...there's no one that's way above anyone else." "And [with] your teammates," Nicole stated, "for me to get it, I would have to give it to someone else." Nicole thinks "if there was someone who was seen as higher up or better, you might see them as being treated more fair, but that's not the case because [she and her teammates] are all equals, [they] consider each other as treating everyone fair and [they're] being treated fair." Nicole feels "you gotta respect each other from the very beginning [and] people can earn more respect than others, but you do have to have the respect right from the beginning to get your team off to a good start." She believes some assumptions of unequal status amongst team members may exist at the outset of the season, but "[they] try to get rid of them." If there are problems during tryouts, changes must occur after team selection:

> ...once the team's picked, whatever assumptions anyone had will try to be dealt with and if people don't...they might be like, 'Oh yeah, they're just saying that, I'm not going to get the same amount of respect,' they'll know that will come, or they'll see that it will come, just from the first month of playing, that their assumptions are false, or hopefully we prove them to be false.

From Nicole's experience, veteran players can have a sense of superiority, and this may also be the case with first year players:

> ...they might have had a great high school career and their egos are very high and the other players on the team might have a negative image towards this new player [because] they think they're all high and mighty. But once the team is picked, I think you forget about it, 'cause that person has been told what we believe in or what should happen. I think it's like starting over once the team has been picked and any old thoughts or assumptions can be disappeared.

Nicole respects her teammates "in every strength [they] have in [their] game." She "would have to recognize [their] strengths and [she] would have to respect them for what

they are." As well, a teammate "may be vocal, [she] may not be, but [Nicole] would have to respect both those qualities because they both can be good qualities." Nicole feels that "just the way you handle yourself" is important. She thinks "anyone with a bad attitude wouldn't get respect if they were just downplaying everything that [the team] did and blaming." Nicole often has more respect for "the players who don't talk all the time, who don't always have something to say...[for] when they have something to say...you really take in what they say [because] it's usually wise."

Behavior off the court is another aspect of teammates giving and gaining respect for each other. Since players are "representative[s] of the team" and "one player can give someone a whole impression of [the] team," Nicole expects that "their behavior off the court is going to stay within [the] beliefs of what behavior should be like off the court." "A lot of [this behavior] is partying and stuff [and] even though a lot of people go out on Saturday nights after the weekend's done," they must act responsibly:

> ...you can't have someone who's just all the time passed out and giving other people a poor image of us as a team, and if someone's out getting looped on Friday night...no one's gonna respect that at all, and so that's just gonna cause more conflict on the team.

Nicole believes the players "know what [they're] not supposed to do off the court...and if someone doesn't live up to it they'll hear about it or someone will be there to keep them in line."

It is Nicole's feeling that teammates are "all forced to get along almost" and, as a result, she has learned to respect others' differences. She stated, "everyone on a team is individual and there's a lot of players on the team who are way different than me and they aren't necessarily people who I would hang out with off the court, but I respect them for their differences." Nicole likes her teammates, and thinks "you just have to respect their differences because not everyone on the team is going to be the same, that's almost impossible."

In regard to competition among teammates, Nicole indicated that the coach "thinks that [they're] way too nice to each other in practice, like not wanting to bump your player when they're cutting across the key...and sometimes it's carried over into games." The coach "wants [them] to almost forget that [they're] teammates when [they're] playing each

other in practices." Nicole believes "you don't want to hurt anyone, but you can't be nice to them." For example, "you can't let whoever you're guarding just go wherever they want to go." Nicole feels competing against teammates can cause problems, but if "something happens in practice where someone just really got to you, you gotta forget about it...you can't hold it against the person off the court." She knows "there's going to be times where that happens, and unless you can forget about it then there's just going to be more conflict."

Nicole will speak with her teammates "if someone's playing terrible defence" or if something is "really getting to [her]" in practice. She believes she "should be able to say something to them and they can't get mad at [her], they have to...respect what [she] said. And whether they keep doing it or not, [she] can't let that get to [her] either off the court and just hate the person or anything." Nicole feels "you gotta be able to say something to [teammates] if you think they're going beyond where they should be." In previous years, she never "would have said anything to [her] teammates, [she] would just hold it all inside." Nicole has realized "when you can get it out and when you can tell them what you're thinking, you feel a lot better than just holding it inside you, having this person drive you crazy."

Kevin

Kevin feels "respect [among teammates] is such a hard thing because you gotta earn it from people and sometimes it's hard to earn somebody's respect that maybe doesn't deserve your respect, it's really funny." Kevin believes the veterans are "always looked up to right at the start because they've been there for three years, they know what's going on, so there is always that 'rookies are scared' aspect, they respect you because they're scared because they're new." When Kevin "first went in, [he] was just terrified." He thinks he "probably could have beat every one of them up the first year [he] went, but [he] was scared just because they had been there for a year or whatever, they had worked to make this team, and [he was] just a new guy." Kevin feels "it's scary going on to a new team" and believes "it's like that in every sport, though, [because] you're scared of what guys are gonna think of you." His advice to first year players is "just be yourself and go out there

and work hard," for when "you see [a player] in practice working that hard, you respect the guy." Kevin also believes it is necessary to be proud and confident, without being cocky:

> ...some of the guys this year, they thought, they're playing on [Technical School] and they were [thinking], 'I'm the big guy or whatever' and [the captains] were [saying], 'You've made the team and you're good because you are on [Technical School], but don't lose the joy of being there by being so ignorant.

When Kevin made the team, "[he] was so proud to be there, [he] always wanted to do that and it's so prestigious...to be on [Technical School] because [it's] a good quality team."

Kevin and his teammates have respect for their opponents because "they wanna basically meet the same goal." "When you play," Kevin explained, "you have to respect that they could score at any time [and] you can't take them lightly." He feels "you have to have respect for them, because if you don't, they're gonna come in" and take an early lead, as was the case at Nationals. Kevin's team saw the other team "practise, [they] were [thinking], 'What a joke' and [they] had no respect for them at all because they were so bad. But when it was five to one in the third period," they realized the other team "did come here to play hockey, [they had] to respect that, and when [they] did, [they] just came back and there was no big deal."

To Kevin, competition means "you're playing against this team, but they have the same goal in mind [and] you're both trying to accomplish something." During the regular season, he believes "you're always helping them to improve and they're always helping you to improve." "They try to exploit your weak spots and you try to build on your weak spots...it works both ways." Kevin feels "different teams are different competition," for with some teams, "you gotta go out there and hit them, and if you hit them, you can beat them," but when they play other teams "it's a combination of everything, you gotta be at your best...to beat them." When their opponents are "not the better teams in the league, [they] try to work on [their] power play, [they] try to experiment and do different things...so when [they] meet the [better teams, they] are better."

There are "some guys on the other teams [whom Kevin] respect[s] more than others, because they've been places and they've achieved things." However, he feels some players on opposing teams have little respect for him because he is "a guy that came from a

league that's not well known" and is "just a kid from nowhere." Kevin thinks "when it comes down to people jabbing [him] and stuff like that, they don't have the respect for [him]." "That's why [he] hurt[s] them when [he] hit[s] them, because they don't respect [him]. They think, 'Well, you can't do much,' so [Kevin] go[es] out there...and [he] hit[s] them and they weren't prepared for it." On the other hand, he feels he "was one of the most respected [players by] the coaches of the league." These coaches "never would have recruited [him] because [he] never played on the 'big team,' but when they see [him] go out there and play so hard all the time...[Kevin] gained their respect."

Kevin feels "the fans that did come out" treated the team with respect, but "the general public or the media didn't respect [them] very much." In terms of the fans of the opposition, Kevin thinks "that's great that they heckle you, it just makes you want to play more." He stated, "I respect the fans, you have to," but believes the respect that spectators give to the players varies. He feels many fans "respect you because you're out there playing, [but] some fans are total idiots." Kevin cannot "respect a guy that's sitting there just yapping away, but yet if he was to put on skates, he probably wouldn't make it two feet without falling down." He believes "you can tell a different fan who's maybe played hockey and knows how hard it is to do something. He'll be cheering for his team and he'll boo you guys, but he won't be disrespectful." Kevin has little tolerance for fans who do not respect him, his teammates and coach, and the sport of hockey:

> There was a couple times when guys have said things to my coach and I turn around and if I could hit them with my stick, I would. I would have said, 'Here, take my equipment, go out there and pick any guy on the team, the smallest guy and I guarantee you he'll kick your ass or do whatever.' The guys sit there and yak, well, try to play the game first.

Kevin and his teammates feel it is important to earn respect from those outside of hockey through their actions off the ice. For instance, early in the year, Kevin's coach asked him to show a new player around the city and "every second word out of his mouth was f-this, f-that...[but] by the end of the year, in the dressing room it's no big deal, but in public he was one of the best." "When [they] were in Switzerland, [they] presented [themselves] in a very good way" and "when [they] were at Nationals...some of the [newspaper] articles said that [they] carried [themselves] like a professional hockey team."

They decided there would be "no swearing on the airplane...so nobody swore." As well, the team was not "noisy, [they] all showed up at the same time...[they] were happy to be where [they] were and [they] knew [they'd] worked really hard to get there, so why ruin it by being a drunken idiot or being an arrogant asshole." Kevin believes "it was just ethics and that's why [they] had a good team...[they] picked the right guys and they knew when to turn it on and when not to."

Success

Barry

When Barry "first came [to university, he] didn't feel that team unity was important at all, [he] was a skier for [himself] and that's all that mattered." In previous years, he "was on the Junior National Team, [he] was on development teams, on the provincial teams...but [the team members] were never really close ever." They "would see each other at some races during the year, but [they] would only travel together as a team...at the Canadian Championships, at the Atlantic Championships or Eastern Championships...whereas [the] team at school...travel[s] to the same races all the time." As "the last two or three years [have gone] by, [the team has] become more of a focus [and] it's really proven to be important" to Barry. He "feel[s] now that skiing is more of a team sport...and that's very important." He believes it is necessary "to have good team unity and good team experiences so that everybody can achieve their goals." Being part of a closely-knit team has helped Barry enjoy his accomplishments and those of others much more:

> ...once you achieve a goal, it's so much better because there's so many more people around to share it with you, or they help you achieve this goal, and it's not so much of an individual thing, 'Yeah, okay, I did it, now I'll go back to my room and sleep by myself and no one will ever know.' But it's more out in the open and it's more congratulations, and you kind of boost your motivation to train that much harder for another competition. So, in that way, it's really been a positive experience in having the team as more of a central figure instead of individual people doing their individual things.

For Barry, "having a good team...is also positive in being able to be relaxed for competitions." He feels "when you can go back to your hotel or wherever you're staying and totally get along with your team and eat dinners together and everyone's joking around," the result is "a better atmosphere for you to maintain focus on what you're there for." Barry believes "if you're more individually inclined to prepare for races...sometimes you can't control your mental ability...control the stress [or] control your focus because you get too stressed out." However, "having a team...where you spend lots of time together and you're very unified, then you're able to push aside the stress and get rid of it for a longer period of time, and the longer you can get rid of it for, the better it is for your performance."

Away from competitions, Barry's team will often "go out to have dinners together or go to [the] coach's house for a big team dinner just for fun," and "that all relates into the competitive side of things." Through these team events, Barry feels "you become more relaxed with each other, you become more comfortable talking to one another...and when you come to a competitive situation, they pay off...[through] positive feedback and information" given by teammates. The members of Barry's team have "a positive ability to communicate and maintain focus and relaxation" because they support, respect and feel at ease with one another. Also, "just through [the] sport and the team, [they've] become that much more relaxed and spend" more time together beyond training and competition. All of Barry's "best friends are from skiing...through skiing is where [they've] met."

As a result of being part of the team, Barry believes he has "become more disciplined and more competitive in a good way and [his] results have improved through that." He feels he "wouldn't have seen [the benefits of the team] if [he] maintained the individual aspect of the sport, [thinking], 'This is what I am, this is all I do.'" He "wouldn't have grown any from being a skier, [he] would have been the same old person, [he] wouldn't have opened up and taken in other people's ideas and [been] able to adopt other things and use them within a team." His "background in skiing was individual and was me, me, me, and that's all that mattered, not the way [his] team perceived [him] or...[his] coach's philosophy," but through his involvement with the team, Barry now "can see how [the] philosophies...all that sort of thing has made [him] a better skier." He

stated, "being a part of a team like this has been really positive for me, just enabling me to be a part of a team was a big challenge and it's been pretty successful, I think."

Nicole

Referring to this year's team, Nicole said, "we're more positive and we have a better team, we have everything, we just have to put it all together." The previous year "was kind of frustrating because [they] had a good team...but [their] record didn't show it at all." The team "lost [their] games on an average of five points" that year, and they "just kept asking [themselves] why" they were "almost there but [could] never win those games [and were] always on the losing side of it." "Last year [they] would say the same things before every game, after every game and [the coach] eventually" told the team before games, "'I don't need to say anything...I've said the same things every time.'" For Nicole and her teammates, "it was just frustrating. It was just all talk before," but now they know "that [they] haven't reached [their] potential, [but they're] going to...[and] eventually [they'll] get there."

Nicole feels "people had better experiences from this season probably because [the team] had a better record or [they] did a lot better than previous years." As a result of more wins, they "were getting more recognition and people feel better about that." Nicole believes "it's a self-confidence [boost] when you know everyone recognizes that you're doing better." Other than "a few players who have coach conflicts...people were very happy" with the team's season.

Nicole feels her season was a success "as a team more so, only because [her] individual year wasn't where [her] goals were, [she] didn't reach all of them." She thinks "there's a balance" between personal and team success, but "the majority is more team success because even if you had a poor performance but your team does well, you're a part of that team, so, really, it kind of shows on your personal contribution." For Nicole, "personal involvement is just something aside from the team success...[and she] just feel[s] a lot better if [the] team does well." For instance, "if [she] had a great performance one night and...[her] personal success is very high, but [the] team lost, [she's] not going to feel that great about [her] personal success. So it all revolves around the team."

In regard to playing time, Nicole stated, "it's more important to some than others." There are people on the team who "only play five minutes a game and they might be so happy because they had good minutes and they scored five points in five minutes." With others, "it didn't matter how many points they scored, but how many minutes they got, the other things didn't matter." Nicole feels "people look at it in all different ways...whether it's by minutes or performance." For her, "it's probably both because [she] think[s] they reflect each other." If Nicole plays "more minutes, it's usually telling [her] that [her] performance was better than usual...and if [she doesn't] get the minutes [she] usually get[s], it's maybe because [she] had a poor game." Fewer minutes or a poor performance do not "bother [her], though...[for] tomorrow night [she'll] get more minutes because [she'll] have a better performance." In general, performance and quality of play are more important to Nicole number of minutes of playing time.

Winning "affects [the] team in that if [they've] played well against a team, [they] can get so much more confidence going against that team the next time." "Personally, too, if [Nicole plays] well against a team then [she has] a lot better feeling about playing [her] opponent and the things that [she] can do." Nicole believes "winning plays a big part in it. If you win, then your confidence is high," but a lack of winning has hampered the team's confidence and performance in the past. Nicole identified the team's record last year as being a negative part of her experience:

> ...last year, because our record was...so poor...no one had the confidence, we were always kind of scared of teams and you're not going to accomplish anything if you're scared of a team.

Things changed this year, because the coach "did some good recruiting and [they] all played well as a team, the atmosphere was always good and there was never really any conflicts." As well, with "the games that [they] did lose...a lot of times [they] would lose by two or five, so it's not like [they] got crushed" and, now, the team's "confidence level is still high even when [they] lose those games."

Nicole feels the team is "getting so much closer [and] it's becoming more realistic, the goals that [they] set, because [they] are doing better." In prior years, she thinks "everyone could have a goal of winning the Nationals [or] going to Nationals, but until you believe that you're closer to that goal," it is difficult to believe it can be attained. "Before,

when we would set [the goal of going to Nationals]," Nicole said, "I don't know if people were believing it, and now that we're getting closer, more people believe in it, and reaching our potential...we know it's there."

As a result of the team's success "this year, most people are so excited about next year." Nicole's team defeated some of the teams which participated at this year's National Championship, "and that kind of put things into perspective of where [the team] could go." "Because [the] team did do so well," the players "are really excited about training and working hard over the summer." Also, "there's always going to be changes to every team, so there are going to be the players that get cut, and then that kind of puts some fear into people and makes them work harder."

Nicole believes the team "think[s] that [they] could go to Nationals and do well" next year. She hopes "to go out with a good feeling" and "just want[s] to end [the season] on a good note, so [they] have to get to Nationals." Nicole feels "it's a huge step for [the team] to even make it to Nationals," but "[their] goal will be to win it." As well, "[she'll] know if [she] ended on a good note or not, however [they] do in the tournament." At the end of next year, Nicole will feel the team was a success if they "did well in Canada West, first of all, and then to win Canada West and then to go to Nationals." Again, the "goal would be to win Nationals, but if [they] could get there, [Nicole] would consider that a success for [the] team." Team cohesiveness is also important to Nicole, and "if that's maintained, then [they've] been successful there and that all contributes to reaching [their] potential and working well as a team." Nicole went on to say, "I guess I can't really just say going to Nationals would make it successful, because you have to have a whole togetherness." When "everyone out there is working hard and [they're] all trying to get the same goal and...everyone's working towards the same goal, you achieve a lot more that way." Through her experience as an athlete, Nicole has come to believe that team unity is necessary for success:

> 'Cause I've been on teams where you look at the individual players on the team and...they might be so much higher than you are, but until they play well as a team and if there's conflict...if everyone's so good, they might all individually think they're good and they don't work well as a team. I've always found teams to be way more successful when they work as a team and so long as there's no conflict and

everyone's happy.

Overall, Nicole feels "it's the experience that makes [a season] successful, and if [she has] bad feelings towards [her] team, those will carry on a lot longer than if [they] went to Nationals." "When I'm done," Nicole explained, "if I feel good about the friends and my teammates and things like that, I'm gonna have a lot better experience." For instance, the team "didn't go to Nationals this year, but [her] experiences this year have been a lot better because last year there was a lot more conflict on [the] team." Nicole "wasn't involved in any, but...even if there's only two people who [don't get along], there's a huge conflict on the team." She feels "you don't want to get caught in the middle and you don't want to be picking sides, and you're just caught in it whether you're in it or not." Because "the feelings last year were [negative]...a lot more people were disappointed than they were this year."

Kevin

Although Kevin is close to many of his teammates and sees the team as a family, he indicated that there were "a couple guys on the team that...nobody liked and nobody will ever like, but they made the effort to say, 'Well, we'll just live with it.' And [they] did [and] nobody made a big fuss about it." He calls "a couple guys almost every week...in Beaverlodge [and] Saskatchewan, [and] the guys that live in town here, [they] talk to each other about three times a week still." However, Kevin "can honestly say, 'If we wouldn't have won, we probably wouldn't be talking to them.'" He feels "[they've] done something together now" and "now [they] have something to positively talk about," but it would be "no fun talking about if [they] would have scored that goal." "[They] look at everything so positively" because of their A.C.A.C. and National victories. Kevin believes he "would still be friends with the couple guys that [he] would be main friends with, because [they] are such good friends now." Yet, "if [they] wouldn't have won...it just wouldn't be the same." Kevin does not "think that [he] would have made the extra effort...[with] some guys on the team...if [they] wouldn't have won...[he] would not [have] made an effort to put up with [them]."

Kevin feels "in every family you have your quarrels" and "you can't get along with twenty-five people perfectly, but if you know there's a goal, then you can make the effort."

With "some things that happened, [Kevin] just said, 'Well, there's bigger and better things, I'll just let that blow over, no big deal.'" However, if the team "wouldn't have won...[he] would have brought it up and it would have been probably made a bigger issue of." Kevin feels the experience he had with his teammates was "the process to getting the end product...[and] the process doesn't work unless you get the end product."

For Kevin, the phrase 'whatever it takes to win' means that he would do "anything." For instance, "if [the] coach sent [him] to go out and fight a guy, [he] would do it. If [the coach] told [him] to slash a guy or break his arm, [he'd] go try to slash him." Kevin will "yap at him and stuff...[and] if [the coach] tells [him] to get somebody out of the game, [he'll] go out and [he'll] just get them so mad that they do something to [him]." However, Kevin "wouldn't go to totally extremes, because [his] coach would never tell [the team] to do that." Kevin would "try to hit him cleanly [and] try to hurt him," but does not "ever want to hurt anybody [with] a life threatening or a paralyzing [injury]." He feels "if you get hit and you get hurt, that's your problem," but he "would never, never be dirty." Kevin believes "it's win at all cost, but it comes down to morals. If your team's not good enough, if one guy can pick apart your team...you should deserve to lose...If one guy just rips you apart...I'm not gonna go out and cheap shot the guy, good for him that he can do that...I don't think you need to cheap shot the guy just to [win]."

Kevin would have experienced personal disappointment if the team had not won the National Championship "because it would have meant that [he] never did [his] job to get the team motivated enough to play." He "worked so hard to get everybody together and...made a lot of sacrifices this year, for even just going out anywhere or just making the younger guys see...maybe [they] should just calm down and stay in tonight, too." Kevin takes pride in his role as team motivator and leader.

When the team was down two games to none in the A.C.A.C. Finals, "everybody was so negative" and Kevin felt he had to "get these guys up somehow." He thought, "'This might be my last year of hockey, I don't want to go out on a losing note, especially to these guys...I gotta do something to get these guys to win.'" Kevin called his father, who reminded him that "you just gotta win three games, it doesn't matter which ones you won." Then, he phoned his coach and "said, 'Well, this is what I'm gonna do' and [the

coach] goes, 'I'm so glad you called...I thought nobody cared...I was just pulling my hair out here today.'" Kevin spoke with "the three best guys on [the] team [and said], 'Pull your head out of your ass, we need you and quit your whining, you guys are leaders on this team and if we're going to win, we need you to do your best.'" He "went into the dressing room the next practice[and] said, 'Look, this is what we gotta do. We gotta take it a period at a time, a game at a time, one shift at a time.' And in practice you could just see right there, it started building."

As the team "started winning, they started believing." They "won [their] first game and everybody was like, 'Okay, we won,' [they] went on." During the second game, [they] were winning and [they] got a five minute penalty and [they] scored a couple short-handed goals." Kevin feels "that was the game where guys were...starting to believe." With fifteen seconds left in the team's third victory, Kevin was "daydreaming, not even thinking about hockey...[he] was trying to think about something else...like, 'Forget about it, they won't score.'" He was also "thinking [about] how [he] was gonna react to winning" and "when [the team] won, [he] just stood on the bench for fifteen seconds, [he] didn't know how to react." Kevin "was just kinda standing there for a second" because he could not believe the team had won. He had "always wanted to win so bad," especially after "seeing the other guys on the team that [had] won...they had the rings and everything." Kevin felt he had finally accomplished something he could be proud of. With his "adrenalin pumping, [Kevin] just skated out there." He threw his gloves and helmet off, and the team "just skated into a big pile and [was] doing all the hugging and kissing or whatever...it was an experience." Kevin believes winning is "just a feeling...you have to experience to [understand]."

Winning "Nationals was totally different" for Kevin and the team "because it was almost like [they] knew [they] were going to win." They celebrated the A.C.A.C. win, but "still [had] one goal, and that's Nationals." They had seen the team they were going to play at the National Championship and felt this group "couldn't beat [them]." However, the opposition "came out and they were beating [Kevin's team] five to one in the third period, but [they] knew it, so [they] came back." Winning Nationals "was still nice, but [Kevin] just didn't feel the emotion as much as [he] did winning Westerns." He wanted to

defeat the team they had played in the A.C.A.C. Final "so bad because [his team] had such a rivalry with them, and with them...beating [his team] out the year before...[the victory] took away from Nationals a little." When the team "won the league, it was just like [Kevin had] won the Stanley Cup." In "the big picture when [they] all laid down in front of the banner and stuff, you can just see the expression on everybody's face." Kevin made a comparison between the pictures taken after the two victories and "everybody in the one at Nationals is smiling, but [at Westerns], everybody's just cheering [and] you can just see the sweat, just see the emotion...it was just incredible."

Team success is more important to Kevin than personal success because "it's better to share with others." To him, "playing the fifty-two games and being named assistant captain is really good, but to see twenty-five, twenty-six [people] receiving something, that's [even better]." Kevin wonders "how can you pick one person to be your M.V.P. on your team [because] everybody does their own thing to the best they can and they're valuable in that way to the team." He thinks "winning the Nationals complimented everybody, it showed that everybody did their job to the best they could and that's why [they] won."

CHAPTER SIX - REFLECTIONS AND CONCLUSIONS

Throughout the research process, I was influenced by the athletes' stories on a personal level. My participation in post-secondary athletics, and role as a coach and physical educator, affected my interpretation and reaction to the athletes' accounts of their experiences. Much of what they said triggered feelings of understanding, empathy, surprise and confusion. This chapter addresses my response to the athletes' stories, in light of my experiences, values and beliefs.

The purpose of this chapter is to express my voice, as an athlete, coach and professor of Physical Education. In relation to each athlete, I tell some of my stories, explaining how and why I had similar or different experiences as a post-secondary basketball player. I also provide a few accounts of coaching, and raise some questions, issues and considerations for coaches that struck me while engaging in this study. Other aspects of the athletes' stories that affected me can be understood in terms of my experience in the discipline of Physical Education.

My thoughts and insight into each athlete provide a clearer picture of my grasp of their experiences, and illustrate what I found most important, intriguing, and personally and professionally relevant, from their stories. This analysis has been of great value to me in regard to clarifying my beliefs, questioning my values and better understanding the factors involved in the experiences of post-secondary athletes. I feel the knowledge I gained through research will assist in making me a better coach, and the application of this deepened understanding will benefit the athletes I coach. Because I have "deliberately search[ed] for the implications of what [I have] discovered, learned, or experienced," I have "come away changed by the research" and found "personal meaning [in] the narrative inquiry experience."[137] I also believe my research has been beneficial to the athletes I interviewed, for we shared our thoughts and ideas, learned more about our own experiences and each other's and gained a deeper understanding and greater insight into the role of sport in post-secondary life.

I hope my interpretation of these athletes' stories is helpful to others interested in

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[137] Ellis, 376.

how athletes perceive their involvement in sport, particularly at the post-secondary level. It is my wish that athletes and coaches involved in competitive sport at a variety of levels will read all or part of my thesis and reflect upon the meaning of sport in their lives. I hope the "audience reading [my] interpretive study personally generalizes from what is being read to their own case," for "the interpretations made and issues raised in the study may provide concepts and issues worthy of thought in readers' situations, as well."[138] I would like to help keep the conversation about high-performance sport alive, but realize that my research is only one aspect of the discourse of competitive sport. "Not only does interpretive inquiry provide accounts that will not seem true to all people (because their concerns and their perspectives will differ), it provides an account that will not remain true for all time."[139] I encourage others to look beyond my analysis to other issues that may have more personal significance, and probe further into the athletes' stories to gain a deeper and richer picture of their experiences.

Barry

What struck me most about Barry's story is the emphasis placed on life beyond sport by coaches and team members. The movement away from a central focus on skiing was a new experience for Barry, and this unfamiliarity contributed to the strong effect a different system had on him. As well, the newness of this approach to sport for Barry may reveal the rarity of such a philosophy. Prior to university, he was a member of several teams, mostly at the provincial level, but never encountered this philosophy. Furthermore, Barry knows skiers at a variety of post-secondary institutions, and their experiences with teams are quite different from his own.

I find it interesting that Barry's acceptance of and belief in the team philosophy has grown stronger over time. He struggled with team structure and operations in his first year, and now believes the team philosophy has helped him grow as a person and skier, and feels his experience has prepared him well for life after university athletics and academics. He has been greatly influenced by coaches, but has not been controlled by

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138 Gail McCutcheon, "On the Interpretation of Classroom Observations," in *Educational Researcher*, May 1981, 9.

139 Packer and Addison, 289.

them. The openness, respect, communication and trust Barry has shared with his coaches are major factors in his enjoyment of sport, and the main reasons for his high regard for the coaches and positive relationship with them.

I have been formulating an understanding of the coach-athlete relationship that is very similar to what Barry has experienced. I believe the team is a shared enterprise among athletes and coaches; thus, responsibility for and ownership of the team should be placed on athletes and coaches, and both parties should be involved in making team decisions. There may not be an equal balance in all situations, but the coach need not be the sole or final decision maker under all circumstances. Athletes and coaches should share some of the decision making, as Barry and his coach did in regard to training. This type of cooperation may be somewhat different in a team sport, but is valuable in terms of giving ownership to the athletes and enabling them to take responsibility and make their own decisions. In a sport such as basketball, coaches and athletes may work together to create off-season training programs to meet individual needs, and formulate practice sessions based on what all team members feel is necessary to focus on in the coming day or week. The athletes should be active and important participants in team decisions and development, and respect and trust are prerequisites to such coach-athlete interaction.

I believe the ease with which Barry is able to communicate with his coaches relates to the importance they place on life outside of skiing. Barry feels he can talk to his coach about almost anything, which allows him to be more than just an athlete in the presence of the coach. The coach understands that Barry and his teammates are involved in many things beyond sport, and is sensitive to this multifaceted nature of life. Barry's coaches believe school and friends are valuable in and of themselves, and therefore should have importance in one's life. Furthermore, an athlete who is successful in life beyond sport will probably be happy and content, in general. As a result, s/he will most likely be able to focus during training and competition,without the burden of other problems, and thus perform well.

As a coach, I feel it is important that athletes feel comfortable approaching me about their concerns with the team and sport, as well as other parts of life. Some might argue that the coach should not intervene in an athlete's personal life, but I feel, as someone who

cares about an athlete's well-being, the coach should be willing to become involved if the athlete seeks guidance and assistance. All athletes should be welcomed into discussion with the coach, not just those who are team captains or leaders. Barry's role as a team leader most likely increased the amount and depth of communication with his coach, which is desirable for, but not exclusive to, those athletes in a leadership position.

Initially, I was quite surprised by Barry's view of the relationship between school and sport, partly because of my own experience as a post-secondary athlete. He said that, in order to 'be elite' in one, the other requires some sacrifice. I do not feel I had to sacrifice either athletics or academics throughout my five years of university. I graduated with Great Distinction and Distinction from the two universities I attended, and was able to experience a great deal of personal success in my sport, particularly during the first three years.[140] Barry's perspective became much clearer as he explained the sport of skiing and the requirements for 'being elite,' versus being very successful at the post-secondary level. Barry's adoption of the team philosophy has also affected his view of the link between school and sport. At first, he was not very interested in or focused on school, but this year he graduated and completed the year with a grade point average over eight on the nine point scale.

Barry's decision to focus on academics was the result of guidance from others, personal choice and the nature of his sport. Because of the training demands beyond the post-secondary level, Barry may have made his choice to place a greater importance on school when he began attending university. Cross-country skiing at university is not often a 'stepping stone' to further achievement in the sport; therefore, the purpose of this sport in a post-secondary context may necessitate a balance between academics and athletics. Barry does not have the opportunity to pursue skiing professionally, but most likely would take this route if it were more accessible; if he played hockey, for instance. Yet, regardless of his chances to become a professional athlete, through his experience as a post-secondary

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[140] During my first three years as a post-secondary athlete, I was selected Female Athlete of the Year for the university twice, and was also an A.C.A.C. First Team All-Star in Basketball (Unanimous Selection) in all three years, a Canadian Colleges Athletic Association All-Canadian in Basketball twice, the A.C.A.C. Women's Basketball Scoring Champion two times and the Runner-up once.

athlete, Barry has come to realize the importance of education and a career. Despite his talent and ability to participate in skiing beyond university, Barry chose to focus on school, while maintaining excellence in skiing at the A.C.A.C. level. This decision reveals that Barry is not especially interested in the prestige and status of being an Olympic or National Team member. This may have been his goal at one time, but, over the past few years, he has been motivated more by a love of the sport and the setting in which he has participated. Barry has appreciated the opportunity to ski and race with a team while preparing himself for life beyond post-secondary academics and athletics. Barry has learned the value of education because of the nature of his post-secondary experience, combined with the obstacles preventing him from pursuing his sport beyond the university level.

During the time I spent as a post-secondary athlete, the relative importance I placed upon school and sport was mostly due to my personal beliefs, which were shaped by my parents. My family has a high regard for education and, throughout my schooling, I have placed an emphasis on academics. However, in terms of athletics and academics, the philosophies of my coaches at the post-secondary level had an impact upon my teammates and me. For my first three years, we had to submit academic progress reports to our coach on a regular basis. She stressed and encouraged our success in school and, at times, established a mandatory study hall to assist us in focusing on academics. I believe the coach in my final two years of post-secondary basketball feels school is very important, yet I did not experience the same emphasis on academics as at the first university, and this may have caused some of my teammates to spend less time on their school work. In particular, I recall a team meeting during the latter portion of one season in which our assistant coach 'counted out' those of us who were Education students involved in student teaching. He felt we were too busy and tired from school to be able to contribute to the success of the team on the court. Because my studies are very important to me, I was very angered by his comment. I also felt that, as a coach, leader and teacher himself, he should be supporting us in both athletics and academics.

The "broader focus" Barry experienced at university provided him with a new understanding of what it means to be a member of a team. Through his involvement with the team, Barry began to experience different aspects of competition and participation in

skiing. For instance, he discovered the social aspect of his sport and developed friendships with teammates. He found teammates valuable in keeping him relaxed and focused for races. Barry also learned to include himself and the team in the experience of success, and in his training routine. He became more excited about the achievements of others and enjoyed personal success more because he was able to share his accomplishments with others. He attained a balance between team and self, and became less self-centred and more aware of others. As well, Barry trained and competed with teammates in an encouraging environment. The team consisted of skiers with a range of abilities who were considered equals, and Barry learned to respect and support all team members in their efforts. Although Barry usually skied with those of similar talent and speed, his experience with competition among teammates was positive. Because he and his teammates were very aware of their ability in relation to each other, racing and training with one another did not create tension nor damage friendships.

As a post-secondary athlete, I had a variety of experiences with competition among teammates. While playing college basketball, I found some competition existed with certain players, but this did not seem to create any conflicts. I competed with one teammate, in particular, and we were also very good friends on and off the court. At times, we would tire of playing against one another, but this was mostly due to our desire to play on the same team more often in practice. Perhaps, the sense of team harmony I felt during those three years was largely due to the team composition. The teams did not consist of twelve all-stars; rather, there were six or seven very skilled players, and five or six of slightly lesser ability. As with Barry's team, there was "good mixture" of athletes, and because we knew where we were at, the competition with each other was minimal. On the other hand, at university, I sensed the competition among teammates much more strongly. We competed with one other for playing time, positions in the starting line up, and the opportunity to travel with the team for away games. I recall more prevalence of player conflict, including one fist fight, and a lesser sense of team unity. Again, this may have been the result of a team composed of twelve very competent players of equal ability, all capable of starting, playing and contributing a great deal to the team.

As a player and coach, I see a fine line between competitiveness and harmony

among teammates. It is desirable for players to work hard with and against one another, and challenge each other in order to improve themselves individually, and the team, as a whole. This could be called 'positive competition.' However, I believe team relations need not be sacrificed for increased, or 'negative competition' among teammates, in the name of better performance and more wins. For instance, with the team I helped coach this past year, the head coach and I found, at midseason, that the players needed to be more competitive during practice and games. Therefore, we began to emphasize competitiveness by keeping score in certain drills and, at times, felt we should have stressed this earlier. Yet, we also believed the team had reached a level of comfort, friendship, maturity and trust that allowed them to be competitive without causing conflict. If we had focused on competitiveness in practice sooner, we may have won more games in the first portion of the season, but may also have hampered the process of team building.

I am intrigued by the importance athletes place upon winning in comparison to other aspects of a sport experience (i.e. team relations), and the connection they see among such elements of sport participation. For Barry and I, winning was important, but other parts of the post-secondary sport experience were more rewarding. For instance, Barry referred to some of his fellow skiers who left the university or stopped skiing because they were not interested in the "other things in between," such as socializing with teammates, accepting the various skill levels within the team, cooperating with the coach, and abiding by the team philosophy. However, these aspects of the athletic experience are what Barry enjoyed and values most about his four years as a post-secondary athlete. Furthermore, Barry does not think the "broader focus" of the team had a negative effect on his performance. In fact, he feels he was able to ski better because of the support he received from coaches and teammates. Barry believes an athlete can focus on and achieve in other parts of life, while remaining successful in sport.

For Barry, having personal success in his sport was important, but not the key to his motivation and reasons for involvement in cross-country skiing at the post-secondary level. Barry feels it is important for other athletes to have this kind of experience and understand its worth, particularly in skiing, because it is commonly viewed as solely an individual sport. He believes other skiers would benefit from an experience similar to his,

for it enabled him to see beyond the racing and training components of the sport. Barry values these 'other' aspects of the athletic experience (i.e. friendship with teammates and coaches, team unity, academic success, personal and team conduct) in and of themselves, regardless of their impact upon performance and success. He sees the utility of these things in regard to improved performance, but also recognizes their worth as independent entities. For instance, Barry feels the communication and cooperation he experienced with his coach helped his skiing because he was able to train by himself, as he was accustomed to doing, and ski with teammates and benefit from interaction and competition with them. Beyond skiing, he believes the openness with which he approached the ideas of the coach, the sharing that occurred, and the relationship which developed, are valuable in and of themselves. In addition, Barry knows refraining from drinking, balancing his social life with school and skiing, and thanking officials at races resulted in improved performance and heightened respect for the team from others. He also feels the development of these habits and character traits has made him a better person.

The "broader focus" Barry established through his four years of university athletics and academics has prepared him for a life of balance. He loves his sport and hopes to continue his involvement in it, perhaps as a coach, but skiing is not everything to him. Barry defines success in terms of balancing school, sport and social activities, and intends to maintain a similar combination of activities beyond university. He feels prepared to deal with many situations and problems he may encounter in the future because of the nature of his post-secondary experience. During the last four years, Barry has devoted his time and energy to various facets of life, and has been successful with his sport, schooling and personal relationships as a result. He has applied the 'Don't quit' philosophy to many parts of life throughout his post-secondary years; therefore, he feels confident in his ability to do the same in the future. Since Barry has focused on sport, as well as aspects of life beyond skiing during university, he may be better prepared for the 'real world,' in comparison with those student-athletes who have concentrated mostly, or exclusively, on their sport. However, his belief that hard work will always bring a positive outcome is somewhat naive, and may limit his understanding of and potential for success in life beyond the post-secondary level (see Nicole).

The emphasis placed on respect struck me as being central to the philosophy of Barry's team. Barry's relationship with his coach is founded on mutual respect, and teammates relate to one another in accordance with the Golden Rule. As well, the team motto, 'Don't quit,' is based on having respect for oneself, and earning the respect of teammates, other teams and those not involved in skiing. Barry and his teammates respect opponents, each other, and other people in their lives, out of common human decency, not in relation to their talent, or some other external measure. Team members take pride in the team and what it stands for, and want others to realize it is possible to excel in skiing and be a polite, friendly and respectful person. Barry hopes others respect members of the team for their ability to achieve within and beyond sport, and would like to be seen as a role model, for, as a post-secondary athlete, he was successful in athletics and academics, without completely sacrificing his social life.

Nicole

Nicole's experience as a post-secondary athlete has been multifaceted, and these many aspects of her involvement have contributed to her enjoyment of her sport. Nicole's four years as a post-secondary basketball player have included experiences with different teams and coaches, a growth in self-confidence, and struggles and successes with team relations. Over the past year, in particular, Nicole has developed an increased desire to win, and a stronger belief in the ability of the team to do so.

Nicole's experience of a "different game" at university, as compared with college basketball, is similar to my own. I found the university players to be stronger, quicker and slightly more skilled than those in college, but adjusting to this level of play was not the most difficult change for me, as it was for her. I, too, noticed a difference in the loyalty, trust and friendship among teammates, but, in contrast to Nicole, felt these to be present to a lesser extent in university. The fact that I was at the same college for three years, while Nicole attended two different colleges in two years, may be one reason for our differing experiences. Many of my college teammates stayed at the school for three or four years in order to earn their degrees; therefore, we were able to develop friendships, leadership skills and maturity over time. Timing was also an important factor in my experience. When I

joined a university squad, I was in my fourth year of eligibility and an unexpected newcomer to the program. The players who shared my position had been part of the team for at least a year (more in most cases), and felt comfortable with each other and the roles they had within the team. I believe they were unprepared for a 'first year' player of my age and experience becoming part of the team. Perhaps, unlike Nicole, I did not adapt well to different people and surroundings. I was aware of the value of my experience in college and wanted to share this with my new teammates, but did not feel welcomed in my efforts to make this contribution to the team.

Fortunately, my sense of being an 'outsider' declined during my second year at university. I felt more confident in myself and, I believe, my teammates were more confident in me because we had played together for a year. As well, there were some changes in the team membership, which resulted in position 'openings' and different personalities within the team. Although the team won the Canada West title and placed fourth at Nationals in my first year of university, I did not enjoy that season as much as the one that followed. I felt closer to my teammates and had more fun playing basketball in my second year. Even though I think, overall, my three college years were better, I feel my experience at university was valuable. It helped me look beyond what I had been and done at college, and enabled me to see things from a new perspective. Since I was no longer a strong team leader on and off the court, I began to understand what it is like being in a different position. In addition, I have formed friendships with my coach and a few teammates from university, and feel closer to them now than I did then.

Nicole's self-confidence has been influenced by coaches at the post-secondary level. Her confidence increased substantially because of the encouragement she received from one of her college coaches, and she has maintained these feelings during university, mostly through her own means. Nicole has remained self-confident in university, but feels the confidence of some of her teammates has suffered. The different styles and beliefs of Nicole's coaches raised some questions for me regarding feedback and athletes' self-confidence.

Communication and instruction on a personal level were the key factors in Nicole's increased self-confidence and positive relationship with her coach in her second year of

college. Although it is not desirable for an athlete's self-confidence to be determined by the coach, the coach does have an impact on an athlete's self-esteem. I believe a coach must consider the individual and team in terms of building confidence and providing a positive experience. Working with athletes and giving them feedback on an individual basis will help them feel important and appreciated, improve their performance, and enhance self-esteem. As well, the heightened confidence of individuals will most likely increase the confidence of the team, as a whole.

At first, I was surprised by the lack of feedback Nicole's coach gives the players. As a coach, I feel I have the responsibility to build the confidence of the players, and help them believe in themselves and their ability to succeed individually, and as a group. As a post-secondary athlete, I functioned most effectively when I felt the coach had confidence in me, yet I did not need constant feedback. I believe it is important to give athletes positive, encouraging and corrective feedback, but, like Nicole's coach, I also feel it is necessary for athletes to reflect upon their performances and formulate their own conclusions. When Nicole indicated the coach will give feedback to the players when they ask, I wondered how at ease they feel in approaching her. I believe athletes need to feel respected by and comfortable with the coach in order to ask for feedback. Nicole also said she and the coach have similar personalities, so their need for and response to feedback may be quite the same. This statement reminded me that coaches must be aware of individual needs, and careful not to give all athletes only the type and amount of feedback they desired as athletes.

I believe Nicole's ability to differentiate how she feels about herself on and off the court has enabled her to maintain a high level of self-confidence as a person and basketball player. She loves basketball, and it is a big part of her life, but she does not define herself in terms of how she performs on the court. Nicole is concerned with her performance and wants to play well, but this is not her only focus. Because her feelings of self come from more than one activity or aspect of life, Nicole can draw upon several parts of her life for self-confidence. She feels basketball is one element of life; thus, it should not dictate what happens in life beyond the court.

I admire Nicole's confidence level and her ability to separate sport from the rest of

life, for, at times, this was a struggle for me as an athlete. For example, at the beginning of my third year of post-secondary schooling, I experienced a low period of self-esteem, both on and off the court. I had a lack of self-confidence in basketball, which had a negative effect on my performance, and I was not happy with some other parts of my life. I am not sure if my self-esteem, in general, was influencing my confidence in basketball, or vice versa, but, for a while, I was not able to separate my feelings of self on and off the court. However, during my last two years, I was almost forced to differentiate between the two. I did not enjoy basketball as much as the previous three years, nor did I experience as much personal success, yet this did not seem to have a noticeable impact on my self-confidence outside of sport. Perhaps I was more mature and self-aware, particularly in terms of being more oriented and focused towards a career after school and basketball. I believe basketball was more central to my identity in my first three years than in the final two.

With Nicole's present team, I am interested in the relations between coach and athlete, and among teammates, particularly the issues of power, equality, respect and trust that have been central to Nicole's team experience over the past two years. In terms of the coach-athlete relationship, I believe Nicole and her teammates feel their coach has a substantial amount of power, and are reluctant to challenge her authority. In most situations, Nicole feels they cannot disagree with the coach, largely because she believes the coach is acting in the best interest of the team. Also, in order to express disagreement to the coach, she feels all, or most, of the players must share an opinion. Nicole thinks questioning the coach's decisions is selfish, for it is desirable to place the team ahead of oneself. For many of Nicole's teammates, having a positive relationship with the coach means avoiding "conflicting values" by doing as she says most of the time. Furthermore, Nicole associates being treated fairly by the coach with receiving an adequate amount of playing time.

For Nicole, having a positive experience in sport is linked to a strong coach-athlete relationship, which involves trust, respect, honesty and communication. Since she does not like to disagree or cause conflict, and believes the coach acts in the best interest of the team, Nicole appears to trust her coach a great deal. Such a level of trust may be desirable, but is also dangerous when the coach does not have the interests of the team at heart. As

well, the coach and athletes' definition of 'best interest' must be considered. If, in the opinion of the coach, winning at any cost is in the best interest of the team, and the athletes agree, there is little likelihood of reflection upon this philosophy by either party. In this case, an athlete may be encouraged, or forced, through fear of consequences (i.e. not playing), and by virtue of the coach's real or perceived power, to comply with the wishes of the coach, even if s/he does not hold the same beliefs. However, if an athlete has a different conception of 'best interest,' and is not frightened or deterred by the coach's power, the coach's view may be challenged.

In light of Foucault's understanding of power as a net-like organization, rather than power and submission, I question the individual and collective agency of Nicole and her teammates. There is an assumption that the coach has power and the players are subject to it; therefore, the coach makes most of the decisions and the athletes express their concerns only in select situations. In addition, Nicole believes the coaches and players cannot be equals; in particular, they cannot have equal say in the team philosophy. If coaches and players were understood as vehicles of power, all capable of exercising power, there might be fewer conflicts between coach and athlete. This conception of power could change the role of the coach as a possessor of power, and allow more sharing of responsibility and decision making among coach and athletes.

Foucault's notion of power also applies to relationships among teammates. Nicole mentioned difficulties with first year and returning players, in terms of a sense of superiority and power over others. Teammates try to respect each other and treat one another as equals, but this is not always easy to achieve and maintain. In addition, when conflicts arise, there is often a reluctance to confront the person with whom there is a problem. Yet, when discussion occurs, a solution is usually found. Perhaps the level of trust, respect and communication among teammates would increase, if the team were to see power through the eyes of Foucault. In this case, as with the coach-athlete relationship, relations among teammates would be understood as something other than possession and submission, and all players would be considered vehicles of power. No one player or group of players would possess or hold power over others. With this conception of power, there may be fewer conflicts amongst teammates, and problems that do exist might

be resolved more quickly.

The current power relations within Nicole's team are illustrated in the creation and monitoring of the team philosophy. This philosophy originates from the coaches, and the players contribute if they all feel strongly about a certain element. It is enforced throughout the year by the coaches and those players who most want everyone to abide by and believe in the philosophy. My experience as a college coach and player has been with a team that determines its philosophy through a process in which all people involved with the team, including coaches, managers and trainers, express their views and, together, decisions are made. I have found this process to be very valuable; therefore, I was very interested in the philosophy of Nicole's team, especially after she described how it is formed and maintained.

I believe the process of formulating a team philosophy is as important as the philosophy itself, because of the sharing, listening, cooperating, unifying and respecting that takes place. I was taken aback by Nicole's statement that the equality of teammates poses a problem in the joint creation of a team philosophy. She said, because all players are equal, each will feel her view is as important as someone else's and, consequently, stand by her own beliefs. Each player will support her own view and have difficulty accepting the opinions of others. I see respect for one another as extending beyond the self, and feel if a player thinks her idea is as valid as a teammate's, she should also believe that person's point is as important as her own.

Nicole indicated some of her teammates have had doubts about the team philosophy, but have not expressed how they feel. Perhaps they have been unwilling to let their thoughts be known to the coach because the philosophy is mostly hers, and they do not want to challenge or question her. Equality among coaches and athletes in generating the team philosophy might result in improved trust and communication. In particular, athletes may sense more openness and honesty from the coach, and thus feel more comfortable approaching her with a concern. The cooperation between coach and athlete in determining the team's philosophy may set a precedent for collaboration in the future.

Nicole said it has been difficult to attain and maintain the team's commitment to the philosophy. Coaches and players have tried to influence the beliefs of others, but they may

not be able to 'force' or make others believe and live the team concept. Such problems might be fewer if all athletes were involved in the establishment of the team's philosophy. As well, when difficulties arise, rather than reminding people that the team should come before them, it may be more effective to stress their personal contribution to the team. Athletes may feel more involved and empowered to 'live the philosophy' as a result of their participation in determining what it means to be a member of the team. Because everyone contributes, and decisions are made together, belief in the philosophy could be stronger. A philosophy that is generated by all team members has the potential to create a great deal of team unity and commitment.

Nicole's suggestion that there needs to be an overriding philosophy is also significant. There may be a number of points of view and personal philosophies within a team as a result of different individual experiences. Consequently, in order to create a team philosophy, strong leadership from the coach may be necessary. However, this does not guarantee that all athletes will agree with and abide by the philosophy. I feel the beliefs of athletes must be shared, discussed and understood by team members, in light of the team philosophy being created.

Nicole feels team cohesion is a major factor in her enjoyment of basketball, and believes a unified team is an important ingredient for success. As a coach, I struggle with this duality, for I feel the value of team friendships should be emphasized in and of itself, but wonder if it is necessary to use potential success as a motivator for developing positive team relations. For example, Nicole feels the team philosophy was better enforced this year than in the past, but winning, or the potential for success, may have contributed more to the team's willingness to abide by the philosophy. It may have been easier to sustain the team's commitment to the philosophy because they were winning more games. Perhaps they needed this success to make the effort to work together and believe in the value of teamwork.

I find it interesting that Nicole values the friendships she has developed with her teammates, regardless of their win-loss record, yet sees the utility in positive team relations. She feels the team's success in the upcoming season is largely dependent on team unity, but thinks the attainment of team cohesion is a separate achievement. As well,

she believes the feelings she has towards her teammates will last longer than the success associated with going to, or winning, Nationals. This statement indicates, in the big picture, that team relations are more important to Nicole than winning. As is common among female athletes, Nicole values the friendship, connection and cooperation she experiences with her teammates. In addition, like most females, Nicole enjoys the competition which takes place in her sport, but focuses more on doing as well as she can and challenging herself and the opposition, rather that beating her opponents.

For the present team, the biggest obstacle to success is a belief in their ability to win. Because the team had a better record this year, and defeated some of the teams who were at the National Championships, Nicole feels they are starting to believe they can achieve their goal of going to Nationals. The team now knows they are capable of winning, and Nicole believes this 'knowing' is the key to the team's success. Knowing their goal is attainable makes it easier and more enjoyable to put in the effort in terms of physical preparation and team relations. This year's success makes next year's accomplishments more likely; therefore, the team's motivation to train over the summer and work hard in practice is increased.

The idea of 'knowing' and winning as motivators caused me to reflect upon the 'goodness' of different aspects of sport, and the emphasis placed on the process and product of sport participation. I also began to wonder if winning becomes the main priority, and other aspects of sport seem less important, as an athlete or team's skill level and potential for success increases. It is clear that Nicole values both process (i.e. playing and competing, forming friendships) and product (i.e. winning, receiving recognition from others) in her sport experience, yet the current mind set of her team has the potential to create a focus on product alone.

If athletes feel winning is 'worth it,' they will make sacrifices and put in extra effort because they believe they will be rewarded with victory or the attainment of a goal. With this philosophy, motivation and participation stem from a belief in the 'goodness' of winning, and a focus on the end product. Athletes believe in the team philosophy because it will help them win. Winning and success may be excellent motivators, but is this what we want athletes to feel is most important in sport? Through an emphasis on the product,

or what one 'gets' at the end of a season or career in sport, athletes may recognize the goodness of teamwork, communication and training in and of themselves. However, they may come to this realization sooner and more easily if these things are stressed for their value alone, regardless of individual or team success. I am concerned with the importance coaches place on process and product, and what the consequences may be. An emphasis on the product might result in a winning record, but the value placed on product is also important. My hope is that coaches recognize the impact their priorities can have on athletes, select them with care, and do not lose sight of the goodness of things independent of improving the team's performance.

On an individual level, Nicole's post-secondary experience has revolved around the belief that hard work leads to positive results. She feels work ethic is required to 'get somewhere' on and off the court. Furthermore, Nicole believes 'getting something' leads to a positive experience, which brings the development of desirable personal qualities. Nicole thinks her years as a post-secondary athlete have been positive, largely because she has followed many of the values taught to her as a child. These beliefs have been reinforced through her university athletic experience thus far, and, Nicole feels, have enabled her to accomplish what she has and become who she is today. Nicole's success with this philosophy may reveal that, in almost all cases, if a person works hard, s/he will be rewarded. However, this is also a naive view of sport and life. Due to the unpredictable nature and many factors involved in one's experience in sport and beyond, effort does not always guarantee success. Nicole has not yet had this experience, but she may in the next year. Otherwise, she will leave university with a rather limited view of what is required for her future success.

Kevin

Like Nicole, work ethic has played a key role in Kevin's experience as a post-secondary athlete. He believes a person will get what s/he wants, if s/he works hard enough. He feels a person should do everything possible to get what s/he wants, for the goal will probably be reached. However, if the goal is not achieved, that person can feel proud of the how hard s/he worked. Kevin believes the end product is the ultimate reward, but knowing a full effort was made is also satisfying. He abides by his coach's motto, 'If

you want to leave your footprints in the sand, make sure to put on your work boots,' and thinks nothing comes easy. Kevin thinks it is important not to forget the value of hard work, as he did when he was put on the fourth line during the preseason, and responded by hitting the other team and not talking to his teammates. He believes people suffer (i.e. companies go bankrupt) when they fail to recognize that hard work has gotten them to where they are now. Kevin did not want to have any regrets about this past season; consequently, he committed himself to working as hard as he could, so the team might win. If the team had not won Nationals, he would have been very disappointed because of the effort he put forth. Kevin wanted to see the results of his hard work, and he did with the team's National Championship.

Kevin believes his work ethic and success in hockey reveal his potential to achieve beyond sport. He feels he could apply the effort and dedication he has had with hockey to other parts of life, such as school and a girlfriend, but has not yet done so because of the centrality of sport in his life. Over the past three years, Kevin has committed himself to hockey and somewhat to school, so he may be very successful in other areas in the future. However, because he has not applied this dedication much beyond sport, he may have trouble maintaining his commitment to other things. If Kevin focuses on something he enjoys as much as hockey, and values the 'goodness' of its outcome, as he has with his sport, he may experience success. Yet, until Kevin realizes his accomplishments on the ice do not ensure his achievement off the ice, he might have difficulty coping with obstacles to his success beyond the realm of sport.

While considering Kevin's faith in hard work in sport and other parts of life, I began to think more about the experiences of all three athletes. Barry, Nicole and Kevin believe, and in some situations have shown, they can 'make it' if only they work hard. Their success as a result of hard work has occurred mostly in sport, and they feel similar results will be achieved in other aspects of life, with the same effort. They also think their experiences in sport have prepared them well for entering the 'real world.' These athletes seem innocent, or, perhaps, ignorant, about the 'real world,' yet they may experience a great deal of success after graduation.

I believe Barry is best equipped for life beyond university because he has placed a

high priority on athletics, academics and his social life over the past four years. The guidance he has received, particularly from coaches, and the practice he has had in dealing with various parts of life, may be very valuable to him in the future. Nicole is also somewhat prepared for the 'real world' because of her high self-confidence and ability to separate her self-esteem on the court from how she feels about herself, generally. She should be able to deal with problems and setbacks in life because she does not define herself on the basis of one thing. I feel Kevin may have the most difficulty of the three, for his sense of self is closely linked with hockey, and his sport has been the central element in his life during college. 'Hockey was life' for Kevin the past three years; thus, his experience may not have prepared him well for life beyond post-secondary athletics and academics. Similar to the males of Messner's study, Kevin is quite consumed by his involvement in sport. Like the men Messner interviewed, Kevin hopes to play professionally, and success is important to him in terms of acceptance from friends and family, as well as teammates and 'the crowd.'

For Kevin, hockey gives meaning to everything, and contributes greatly to his sense of self. In fact, his identity as a player and person may be one and the same. Kevin feels his self-esteem, in general, is tied to his performance in hockey, and has taken comfort in sport when other things in life were not going as well. Over the last three years, hockey has been a presence in his life that has helped counteract problems in other areas. In addition, recognition from others is a significant factor in Kevin's motivation for playing hockey. He decided to pursue post-secondary athletics largely because he wanted to be recognized by his family for his skill in hockey, and ability to play for a successful team. He also wanted to prove to other players that playing in the Alberta Junior Hockey League or Western Hockey League is not a prerequisite for college participation. Furthermore, gaining the appreciation and respect of those within the team is very important to Kevin's self-image. He values his role as a motivator and team captain, and needs acknowledgement and acceptance from his coach. He was going to quit the team at one point, but decided to continue playing after he received an award that comes directly from the coach.

Having the respect of teammates and coaches, and being a contributing member of

the team, were also important to me as a post-secondary athlete. During my first three years, I felt a great deal of support, encouragement and respect from my teammates and coach, perhaps because I played a great deal and knew my performance and leadership were significant ingredients in the team's success. However, when I made the transition from college to university, I felt quite unwelcome and alone. My achievements as a college player did not seem to matter, I lost confidence in my abilities, and I did not feel respected by my teammates. As well, I did not feel like an essential, contributing member of the team. I did not play as much as I had in college but, more importantly, I felt my experiences from the previous three years were not valued or utilized. I believed I had leadership skills and insight into the workings of a team, but did not feel confident and respected enough to share this with the team. These feelings changed somewhat in my second year of university, and I enjoyed that season more as a result.

Over the last three years, hockey has been the central component of Kevin's life. He believes hockey allowed him to go to school, but being at school did not provide him with the opportunity to play hockey. Perhaps this perception is due to the fact that Kevin could have continued playing hockey and not gone to school; as well, he is motivated to stay in school because of hockey. This year, Kevin did well enough in school to receive the Jimmie Condon Scholarship, but feels school work is something he has simply managed to get done. He is proud of his academic achievements, but has focused more on the need to do well in school in order to remain eligible to play, than as preparation for a career. He wants to pursue professional hockey, and continue his life as a hockey player.

The opportunity to play professionally may have influenced Kevin's view of sport, and its purpose and importance in his life as a post-secondary athlete. Because Kevin knew that playing pro was a possibility, and doing well at the post-secondary level was a potential 'stepping stone' to further involvement, he may have focused mainly on his sport in order to increase his chances of making this a reality. However, Kevin did not mention professional hockey as being a goal of his during the season. It seems to have been an afterthought, possibly the result of not wanting or feeling ready to face career challenges beyond hockey.

The centrality of hockey is further illustrated in the role the team plays in Kevin's

social life. Away from practices and games, Kevin has spent a great deal of time with the team. With many of his teammates graduating or leaving for the summer, Kevin has realized how much he needs the team for his social life, and "for anything." The team has been Kevin's social life for the past three years, and it is difficult for him not to have these people as a constant presence in his life. As with the males in Messner's research, Kevin feels the team is like a family.

Not only has Kevin experienced the centrality of the team in his life, he has encouraged his teammates to select hockey as their number one priority, as well. The importance of the team is emphasized by the players, particularly the captains, especially when a team member places something else before hockey. For instance, one player was threatened to be kicked off the team if he did not agree to spend more time with the team, and less time with his girlfriend. As well, another of Kevin's teammates ended his relationship with his girlfriend of seven years because he wanted to celebrate the National Championship with his teammates. Although it is difficult to fully understand the latter event, due to a lack of knowledge about the relationship, it is apparent that the team and feeling of winning were the most important things to this person at the time, and he was unable to include other parts of his life with them.

Kevin's dependence on the team raised questions for me about the degree to which team bonding is necessary for success, and positive in terms of having balance in one's life. I also began to make comparisons between individual and team sports, in regard to team decisions and personal choice. I believe friendships developed among teammates are valuable in and of themselves, and team unity is very important to team success, but dependence on teammates is neither healthy nor ideal. Team interaction away from practice and competition is valuable in terms of developing friendships, and can help improve team performance, yet personal goals and preferences should not be ignored, and individual differences should be respected.

It may be easier to attain a balance between team and self in an individual sport, but this balance may be desirable and possible in a team sport. An athlete involved in a team sport may have added responsibility to make the 'right' decision, due to the effect a personal choice may have on the team, yet it might be easier to shift the responsibility to the

team. A team member must be aware of the positive and negative impact of his/her thoughts and actions on the team, yet the team can also have a positive and negative effect on an individual. The concept of 'team over self' may not always have positive ramifications for an individual, depending on the nature of team beliefs and activities. However, a person can also benefit a great deal from being involved with a team. Furthermore, it must be asked whether answering to oneself or one's teammates is more motivating and important to a particular athlete in terms of making positive individual choices. Perhaps the only solution here is for coaches and team leaders to encourage athletes to make individual and team choices that involve healthy behavior. I also feel it is important to emphasize having a balance in one's life. At the post-secondary level, an athlete can be successful in academics and athletics, while maintaining strong relationships with friends and family.

Winning is very important to Kevin, and he values other parts of his experience as a post-secondary athlete, as well. For instance, Kevin appreciates the level of communication and respect he now shares with his coach, and also supports the coach's belief that hockey comes first and winning is the main goal. He is pleased that his relationship with the coach has developed and become stronger over the last three years, but is angered that school administrators feel the coach should focus more on his teaching. Kevin believes the goal of the athletic program should be to win, and cannot understand why others would want the coach to place a higher priority on school than hockey.

Due to my interest in the influence of a coach's role as a professor or instructor on the relative importance of school and sport within a team, I asked Kevin if his coaches teach at his school. His reply was, "just Phys. Ed. courses, like Skating 101 or whatever. It's nothing strenuous for them." This comment caused me to think further about the coaches' own priorities in terms of academics and athletics, and the priorities they communicate to the athletes. It has been my opinion that coaches who are also professors must balance academics and athletics in their own lives; therefore, they tend to place a relatively equal balance on each with athletes they coach, and encourage them to be student-athletes, rather than athletes alone. On the other hand, coaches who have a very light teaching load, or none at all, have a tendency to focus on sport, without placing an

emphasis on school, as was the case with the coaches of Kevin's team.

I believe the former situation is most desirable in a post-secondary setting, due to the importance placed on both athletics and academics. However, one could argue that coaches in the latter position have more time and energy to devote to coaching; consequently, they may achieve greater performance results with athletes. For instance, Kevin's coaches are in the latter group, and their team won a National Championship. However, coaches who are professors are not incapable of achieving success with teams, and winning may not be the most important outcome for these people.

The value Kevin places on winning and other aspects of sport participation is further revealed in his feelings towards team relations and success. Kevin has strong friendships with a few of his teammates, values the trust they have developed, and believes they will remain close throughout much of their lives. On the other hand, he feels he would not be friends with many of the players if the team had not won Nationals this year. Because they achieved the win, it gives them something positive to share and talk about. Kevin also values the win in and of itself, but feels it has more meaning because of the people on the team. He believes the win would not have been as enjoyable if the team composition were different. In addition, Kevin thinks the team's trip to Switzerland was a valuable experience, independent of its impact on the team and their performance. He liked the landscape and people, and hopes to return in the future. It was also significant for him to spend his birthday, Christmas and New Year's Eve with his teammates in Europe, rather than with his family at home. Kevin believes the trip was important for the team's cohesion and success, as well. As a result of their conflict with the assistant coach, the players became more unified, and, throughout the trip, they made an effort to become closer because they felt it would help them win.

Finally, Kevin values the National Championship victory because it means their team is the best college squad in the country, but winning the A.C.A.C. title was a better feeling for him. Kevin felt more emotion with the league victory because of the effort required to come back from a two game deficit, and the strong rivalry between the two teams. He enjoyed winning Nationals because it is the ultimate team achievement at the post-secondary level; yet, winning the A.C.A.C. Finals was better because of the many

factors involved in the victory.

Although Kevin sees the worth of winning and other elements of his involvement in sport, I feel he is more focused on the products of participation, particularly winning, than the process. He believes "the process doesn't work unless you get the end product," and, this year, the product was winning Nationals. Because the team knew they could win, if they would not have reached this goal, the season would not have been a success. In order for Kevin to think the process, or year, was successful, the team had to win, or obtain the product. They won the National Championship, and Kevin feels this was "the best moment of [his] life."

At the post-secondary level, Kevin's focus on winning began when he selected the institution he would attend. He chose to go to [Technical School] largely because he wanted to win; he felt this school had the hockey program that would provide the best opportunity for success. This year being his last, Kevin wanted to make sure he was part of a winning team; therefore, he dedicated himself to achieving this goal. As an assistant captain, he helped enforce the team philosophy, which outlined what the team needed to do in order to become National Champions. The philosophy involved a process, which was believed to be 'good' because it would result in the win. For example, the development of positive team relations was a emphasized more for its contribution to the team's performance than the formation of friendships. Kevin feels he would not have made the effort to get along with some of his teammates if they were not capable of winning Nationals.

Kevin and the other captains placed an importance upon the end product in order to convince others to abide by the philosophy. For instance, Kevin said it was 'worth it' to sacrifice alcohol for the sake of winning, because it would be "better boozin'" with the championship ring on their fingers. The team established rules for off-ice behavior near the end of the year, when winning was imminent. Kevin also brought 'treats' to optional practices to reward players for their hard work and assure them that the extra effort would pay off in the long run, through their victory. Furthermore, 'questionable' team members were eventually selected for the team because of their commitment to the philosophy and willingness to do "whatever it takes to win." On a personal level, Kevin stated that he

would fight and take an opposing player out of the game, for the sake of the team and its chance for success. He would not seriously hurt another player, but would do enough harm to him to increase the team's intensity and desire to win.

Kevin's feeling that, without the win, the season would not have been a success, limits the joy and meaning he may experience through sport. His life revolved around hockey during the year, his main focus was winning Nationals, and he worked very hard to help the team achieve their goal. The team won, but if this were not the case, I am concerned with how Kevin would view his career as a post-secondary athlete, especially the final year. He would not see it as a success, which is unfortunate, considering the process involved in trying to reach their goal. If the process is not highly valued, and the product is not attained, where does one find meaning and enjoyment in the sport experience? Emphasizing the worth of the product reduces the value of sport participation to winning, with little regard for other aspects of the experience.

The timing of my conversations with the athletes, and their places within their post-secondary lives, must be considered in terms of how they understand their sport experiences. For example, Barry has completed four years of university academics and athletics, received his degree, and has plans to pursue further education. His maturity as a student-athlete and focus on the future is evident in his story. Nicole is entering her fifth and final year of post-secondary athletics. The team has had increasing success in the two years she has played at the university, and she wants to finish her post-secondary athletic career with a positive feeling. As it is her last year, and the team has not yet achieved their goal of going to Nationals, Nicole wants to win. She feels school is important, but is more focused on having a successful year on the court. Kevin has just won a National Championship with his team; therefore, his story revolves around the team and their success. At the time of our conversations, Kevin was in the midst of celebrating this accomplishment.

As I engaged in these athletes' stories, I was reminded to keep sport in perspective with other parts of life. Sport may have many connections with life, but is only one aspect of it. I also felt reaffirmed in recognizing the value of sport participation beyond the

outcome of winning. I believe individuals and teams approach a sporting contest with the desire to win, and feel striving to win can be positive, but winning is not the only, or main, indicator of success. As an athlete and coach, I want to win, but if I do not, I can find meaning in what I have done. Only one individual or team can win a race, game or National Championship, but those who do not can still experience success.

Most, or all, athletes and coaches set a goal that usually involves winning, and what they emphasize in the process of attaining this goal requires thought and reflection. I believe there must be a focus on the end product, but the process also needs to be valued, independent of the outcome. Taking this approach, I feel, will best enable coaches to help athletes have positive experiences in sport, for what the coach believes is important will be communicated to the athletes, and can have an impact on many aspects of the athletes' lives. Coaches must be aware of the influence they can have on athletes' self-confidence and self-esteem, enjoyment of sport, priorities in life, and values in sport. Coaches may not be able to 'force' athletes to see the worth of things beyond winning, but can provide the opportunity for such discovery. I believe athletes will find more meaning in their sport experiences when they value both process and product.

In conclusion, the issues that affected me most during my research with these three athletes are not the only ones within their stories, or the realm of post-secondary sport. My interpretation reflects my own experience as a post-secondary athlete and current concerns as a coach and Assistant Professor of Physical Education. My understanding of these athletes' experiences is one possibility. I hope other athletes and coaches involved in post-secondary sport will consider the issues I have raised through my reflections, particularly the need for balance amongst sport and other parts of a student-athlete's life, and search for deepened personal awareness within the athletes' stories.

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APPENDICES

Appendix A - THE STUDENT-ATHLETES

Barry is a twenty year-old male who graduated from a small Alberta university this spring. He studied Physical Education and has aspirations of going to medical school. Barry has been a member of the cross-country ski team in each of his four years of university, participating in the Alberta Colleges Athletic Conference. Therefore, he has completed his final year of eligibility. Over the past four years, Barry has also competed in Alberta Cup and World Junior Championship races. Our initial conversation was in October in a classroom at his university, and our second meeting was at my parents' home in early May. Barry was very willing to share his experiences with me and, during our second conversation, seemed eager to provide a clearer and richer explanation of his experience as a post-secondary athlete.

Nicole is a twenty-one year-old female involved in the sport of basketball. She attended a college in British Columbia for one year, was a student at a community college in Alberta for a year, and recently completed her second year as a Physical Education student at university. She has an interest in pursuing broadcasting after graduation. Nicole has played basketball in each year she has attended a post-secondary institution, and so will be entering her fifth and final year of eligibility in September of 19996. The team Nicole is a member of competes in the Canada West University Athletic Association. My first conversation with Nicole took place before the start of the regular season in a classroom at her university. She had just come from a meeting with her coach, and seemed quite enthusiastic about that conversation. She was also interested in the talk we were about to have. Our second conversation occurred in the same classroom at the end of the school year.

Kevin is a twenty-five year-old male who graduated this spring from a technical institution in Alberta. Following high school, Kevin worked for four years and played Junior B hockey for two of those years. He then decided to pursue post-secondary education and athletics. Kevin was involved in general upgrading and preparation his first year, and completed a program in architectural landscaping over the next two years. He has fulfilled three years of eligibility in the Alberta Colleges Athletic Conference and hopes to pursue a professional hockey career in Europe or the United States. I first made contact with Kevin near the end of the hockey season and, because of the team's involvement in A.C.A.C. playoffs and National Championships, we decided to meet when hockey was completed for the year. Kevin was rather excited, yet nervous, about speaking with me. He was very proud of the season he had just experienced and wanted to tell me as much as possible. Our first talk occurred after final exams in April in a classroom at his college, and the second conversation took place at my apartment in May.

Appendix B - Letter of Introduction

Upon meeting with the athlete for our first conversation, I provided him/her with the following letter of introduction and briefly outlined its contents.

I am in the process of carrying out my thesis research as the final component of a Master of Arts Degree, in which I am investigating the meaning of sport in the lives of post-secondary athletes. This topic is of interest and importance to me for a number of reasons. First of all, athletics has been a major component of my life from an early age and I have been active in many sports and activities throughout my school years. I, too, was a post-secondary athlete, playing three years of college and two years of university basketball. I had a variety of experiences during this time and my involvement in post-secondary sport has had a great impact on my life. I am interested in hearing about the experiences of other athletes and finding out how they compare with my own. As well, I have been the assistant coach of a college women's basketball team for the past two years and next year will be the head coach; therefore, I want to learn more about post-secondary athletes and how they view their experiences.

I would like to speak to you, as a post-secondary athlete in the latter years of eligibility, hoping that you have several experiences to share and reflect upon. Through our conversations, I believe we will learn more about our own experiences and each other's. I hope you will gain a deeper understanding and greater insight into the role of sport in your life, and I will better understand how you and, perhaps, other post-secondary athletes, make sense of sporting experiences and perceive the significance of sport in life.

Appendix C - Possible Interview Questions

Indicate: post-secondary institution, sport, gender, age, year of post-secondary education, year of post-secondary eligibility.

1. Describe, comment generally on your experience as a post-secondary athlete.

2. What are the main reasons for your involvement in your sport at the present time? What do you value most about your post-secondary sport experience? Why do you feel this way?

3. In your post-secondary sport career, what has/have been the most positive and negative aspect(s) and experience(s)? Why do these experiences stand out for you?

4. Apart from the technical and strategic aspects of the sport, what do you believe you have learned/gained through participation in your sport? (consider post-secondary experience and/or prior involvement in the sport) How important is winning in relation to the 'other' aspects of your sport experience?

5. What do you feel to be the main purpose(s) of athletics in a post-secondary context/setting? In other words, what is your personal philosophy of post-secondary athletics? In your opinion, what are the values involved in competition/participation in your sport at the post-secondary level? (i.e. personal, societal benefits)

6. What would you consider to be the philosophy of the team you are playing for now? What beliefs or values does your team hold? What do you believe to be the philosophy of your present coach(es)? Why do perceive things to be this way?

7. Describe, if you are aware, the philosophy of the post-secondary institution you are attending in regard to the athletic program.

8. As a post-secondary athlete, do you feel you have been treated fairly, honestly and with respect by your coach(es), teammates, opponents, officials and fans?

9. Indicate and explain your opinion on whether ethical behavior/conduct is (a) important and (b) exercised in your sport. Does your behavior reflect and embody ethical standards?

10. In terms of ethical behavior, what do you believe to be the importance of the rules of your sport? Are these rules sufficient in inciting and producing ethical behavior? Please provide an/some example(s) from your sporting experience (post-secondary, if applicable) relating to ethical conduct and following and/or exceeding the rules. (consider coaches, teammates, officials, opponents, fans, parents)

Appendix D - Informed Consent Form

Project: Post-Secondary Athletes and the Meaning of Sport

Investigators: Trish Lorenz Phone Number: 435-2590
Dr. Debra Shogan, Ph.D. (supervisor) Phone Number: 492-0581

The purpose of this study is to investigate the meaning of sport in the lives of post-secondary athletes. The aim is to gain an understanding of what athletes feel to be the value of their sport experiences: what they feel they have learned through participation in sport and what effect involvement in competitive sport has had on their lives. This study involves an initial conversation and one or two follow-up meetings in which the athlete and investigator will talk about their post-secondary sport experiences, and the investigator will ask specific questions of the athlete regarding his/her life as a post-secondary athlete. The conversations will be recorded on audio tape and in transcript form. After the conversations have been transcribed, the audio tapes will be destroyed.

The identity of the participant will be kept confidential through the use of pseudonyms. The name of the athlete's coach and the post-secondary institution s/he attends will not be identified. All data, including audio tapes, which contain the athlete's name, and name of the coach and post-secondary institution will be seen and heard only by the investigator.

Time requirements include an initial thirty to forty-five minute conversation, and one or two follow-up meetings of approximately the same duration. Total time commitment will not exceed three hours.

The investigators offer to answer any inquiries concerning the procedures to ensure they are fully understood by the participant.

The participant may decline to participate and may withdraw from the study at any time without any consequences.

No known side effects. No monetary compensation. No health risk.

I hereby consent to participate in the research study and acknowledge receipt of a copy of the consent form.

Signature of participant: _____ Date: _____

Signature of witness: _____ Date: _____

Signature of investigator: _____ Date: _____